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PROGRAM





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Graduate School of Psychology

California Lutheran University

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IO2ND ANNUAL CONVENTION of the

Western Psychological ASSOCIATION

April 27 – May 1, 2022 at the Portland Marriott Downtown Waterfront Hotel Portland, Oregon

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ADDITIONAL COURSES COMING SOON

Psychology of Mental Health (appropriate for Abnormal Psychology courses), Cognitive Psychology, and more! To stay up to date, visit pl.apa.org/courses-sp22



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WPA THANKS THE FOLLOWING EXHIBITORS

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WELCOME FROM CAL POLY HUMBOLDT

On behalf of Cal Poly Humboldt, I'm excited to welcome you to the 102nd Western Psychological Association Conference, and WPA's first in-person conference since 2019.

The last two years have shown us the importance of connecting with our family and friends, and with our larger communities. In many ways, this conference is about re-connecting. Over the next few days, you will exchange ideas through presentations and seminars, catch up with colleagues, and explore opportunities.

It's in this spirit of community that Cal Poly Humboldt, Humboldt is hosting the WPA event for the first time. With about 5,700 students, Humboldt plays a transformational role in their lives and—as the only polytechnic university in Northern California—in a spectacular region called the North Coast. Many are the first in their families to go to college, 41 percent are from historically underrepresented backgrounds, and about 80 percent are using some form of financial aid.

Our students come to Humboldt for our strong science and liberal arts programs, which include Psychology—our largest major. They also come to Humboldt to pursue their dreams of making the world a more just and sustainable place. This year's theme is fitting: their determination to make a difference in society is an underlying ethos and infused throughout the research our students will share this week.

I am deeply grateful to the Executive Board of the WPA for advancing scholarship in the behavioral sciences, and for providing countless students from Humboldt and other universities an incredible learning experience.

Sincerely,

 $Tom\ Jackson, Jr., President$

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California State Polytechnic University, Humboldt

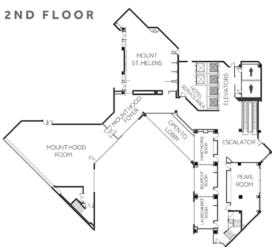




HOTEL FLOOR PLAN

MAIN LOBBY

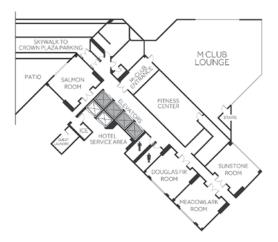




LOWER LEVEL 1



3RD FLOOR



THURSDAY ROOM MATRIX

	Exhibits/Posters	Salon E	Salon F	Mount Hood	Salon I
8.00					
8.30	Poster Session 1 Dev & Life-Span Dev	Carola Leicht			
9.00	8:00-9:15	Diversity (CE Available)			Reminisce Therapy
9.30	2.4.6.1.2	8:30-9:30	Robert Gifford		Symposium 8:30-10:00
10.00	Poster Session 2 Clinical, Counsel, Depression & Psychopharma		Overcoming Dragons of Inaction (CE Available)		
10.30	9:30-10:45	Jaclyn A. Siegel	9:30-10:30	Arianna Eason	Quantitative EEQ
11.00	Poster Session 3	Open Science (CE Available) 10:30-11:30		Sanitizing History (CE Available) 10:30-11:30	Symposium (CE Available) 10:30-11:30
11.30	I/O, Humor & Eval/ Measurement	10.30-11.30	Rebecca Covarrublas	10.30-11.30	10.30-11.30
12.00	11:00-12:15		Cultural Privileging (CE Available) 11:30-12:30		Psychopathy Symposium 11:45-12:30
12.30		D. 11. D. II. I	11.30-12.30		11.45-12.50
1.00	Poster Session 4 Attention, Cognition, Learning	Brittany Bloodhart Advancing Diversity (CE Available) 12:30-1:30			Love Project
1.30	12:30-1:45	12.30 1.30	Kimberly Kahn		Symposium 12:45-2:15
2.00	D 1 6 1 5		Bias in Policing (CE Available) 1:30-2:30		
2.30	Poster Session 5 Behavior, Applied	Stephanie A. Fryberg	1.50 2.50	Rob Chavez	
3.00	Brain 2:00- 3:15	Blas Against Indigenous		Machine Learning Stats Workshop (CE Available)	Election 2020 Symposium
3.30		2:30-3:30		2:00-4:00	2:30-3:45
4.00			Stewart Donaldson Well-being for ALL 3:30-4:30		
4.30		STP Last Lecture			Social Psych Context Symposium 4:00-5:00
5.00		4:00-5:30			
5.30					

REGISTRATION DESK OPEN

Ballroom 7 am - 6 pm

6.00

8.00				
8.30	Guidelines For Clinical Practice I GBTO+			
9.00	Symposium (CE Available) 8:00-9:30		Paper Session Stress 8:30-9:30	
9.30	0.00-9.30			
10.00	Gender Based			Danier Carrier
10.30	Violence Symposium (CE Available)			Paper Session Privilege & Racial Disparities 10:00-11:00
11.00	10:00-11:00			10.00 11.00
11.30	IPV Survivors' Networks Symposium		Danes Cassian	
12.00	(CE Available) 11:15-12:15		Paper Session Are You Being Manipulated?	
12.30		Clinical Psychology Speed Mentoring	11:30-12:30	
1.00	Trauma Exposure & Treatment Symposium	12:00-1:30		Paper Session Undergraduates' Quality of Life
1.30	12:45-1:30			12:30-1:30
2.00	Self-Stigma Symposium		Paper Session Psychological Implications of	
2.30	1:45-2:45		COVID 2:15-3:15	
3.00	Social Injustice	Conversion Hour Kimberly Kahn 2:30-3:30		
3.30	Climate Symposium (CE Available)			
4.00	3:00-4:00			
4.30				
5.00				
5.30				
6.00				

FRIDAY ROOM MATRIX

Exhibits/Posters Salon E Salon F Mount Hood Salon I 8.00 Poster Session 6 8.30 Social Issues #1 & Substance Abuse 9.00 8:00-9:15 Statistics Workshop Correctional 9.30 Psi Chi Distinguished Inquiry Rachel Fouldi Speaker Face masks Poster Session 7 (CE Available) Nicole Stephens 10.00 in Pandemic 8:30-10:30 Social/Personality 9:15-10:15 Tessa L. Dover Symposium Organizational DEI (CE Available) 9:30-10:45 10.30 Initiatives 9:30-10:45 (CE Available) 11.00 10:00-11:00 Sara Hoddges Perspective Taking 2021 WPA Teaching (CE Available) Poster Session 8 **DACA Students** 11.30 Award Address Health/Medical #1 & 10:45-11:45 Symposium Jordan R. Wagge Chris Aberson Stress/Anxiety (CE Available) Student 11:00-12:00 12.00 11:00-12:15 11:00-12:15 Contributions to Science (CE Available) 12.30 11:30-12:30 Ethan A. McMahan Sustainability Poster Session 9 Successful Interview (CE Available) 1.00 International & Process 12:15-1:15 Multicultural Symposium Trailblazing 12:30-1:45 1.30 12:30-1:45 2021 WPA Farly Women of Color Career Award Symposium Birgit Koopman 2.00 (CE Available) Heather E. Bullock 1:15-2:15 1:00-2:30 Economic Injustice (CE Available) 2.30 Psi Chi Session 1:45-2:45 Social Action 2:00-3:15 Symposium 3.00 2:15-3:45 3.30 4.00 WPA Awards 4.30 Ceremony and Presidential Address

REGISTRATION DESK OPEN

4:00-6:00

Ballroom 7 am - 7 pm WPA AWARDS CEREMONY AND PRESIDENTIAL ADDRESS

> Salon E 4 - 6 pm

5.00

5.30

6.00

8.00		Breakfast Meeting			
8.30					
		Student Council	Paper Session Spirituality, Reglion		
9.00		Meeting 8:30-9:45	& Social Identies 8:30-9:30		
9.30		0.50 5.45			
10.00	Latin X College Students	DTO ce lea DE	APA Student	2	
10.30	Symposium 9:30-11:00	PT@CC/CABE Workshop 10:00-11:45	Workbook Symposium 10:00-11:00	Paper Session Childhood 10:00-11:00	
11.00			10.00 11.00		
11.30	Modernize Psych Classroom		D 6 1		
12.00	Symposium 11:00-12:30		Paper Session Political Psych 11:30-12:30		
12.30					
1.00				Paper Session	
1.30	Opportunities for CC Students			Friends: Playful? Romantic? Meaningfulness	
2.00	Symposium 1:00-2:30	WPA Council of	Paper Session	1:00-2:00	PT@CC/CABE
2.30		Representatives Meeting 2:00-3:00	New Ideas in Applications of		Teaching 2:15-3:00
3.00	STP Distinguished		Personality 2:15-3:15		
3.30	Speaker Jerry Rudmann				
4.00	3:00-4:00				
4.30					
5.00					
5.30					

WPA SOCIAL HOUR RECEPTION

Ballroom 6 - 7 pm

6.00

Salon B/C

Mt St Helens

Salon A

Salon D

Salon G/H

SATURDAY ROOM MATRIX

Exhibits/Posters Salon E Salon F Mount Hood Salon I 8.00 Rvne A. Sherman Poster Session 10 8.30 Personality Psychology & the Assessments for DEI Law PSI BETA Ella Ben Hagai (CE Available) 9.00 8:00-9:15 Clashing Narratives 8:00-9:00 Statistics Workshop Approach Monte Carlo 8:30-9:30 9.30 Complex Data Oscar Olvera Astivia Applied Academic 8:30-10:30 Poster Session 11 10.00 Experiences Gender & Sexuality Kathryn Becker Symposium 9:30-10:45 Blease Graduate 9:30-10:45 10.30 Kathleen Bogart Schools & Careers Ablesim (CE Available) (CE Available) 11.00 10:00-11:00 10:45-11:45 Poster Session 12 11.30 Applied Careers PT@CC/CABE Education Kimberly Rios in Psych Teaching Take-Outs 11:00-12:15 12.00 Blacklash Against 11:00-12:30 Symposium Multiculturalism 11:15-12:15 11:30-12:30 Gordon C. Nagayama 12.30 Hall Psychotherapy PT@CC/CABE (CE Available) Poster Session 13 Invited Speaker 1.00 12:15-1:15 Motivation & Rodolfo Mendoza-Erica Kleinknecht Positive Psychology Denton 12:30-1:30 12:30-1:45 1.30 Antidote to Bias (CE Available) Tyler Jimenez 1:00-2:00 2.00 Indigenous Land Poster Session 14 (CE Available) 2.30 1:45-7:45 Clinical #2 Psychopathology Sanyay Srivastave 2:00-3:15 Open Science 3.00 (CE Available) Alvson Burns-Glover 2:30-3:30 3.30 Indigenizing Psvchology Positive Psychology (CE Available) Poster Session 15 Symposium 4.00 3:15-4:15 Jeff King Health/Medical #2 (CE Available) American Indian 3:30-4:45 3:15-4:45 4.30 Therapy (CE Available) 4:00-5:00 5.00 Phil 7imbardo 5.30 Everyday Heroism

REGISTRATION DESK OPEN

5:00-6:00

Ballroom 7 am - 5 pm

6.00

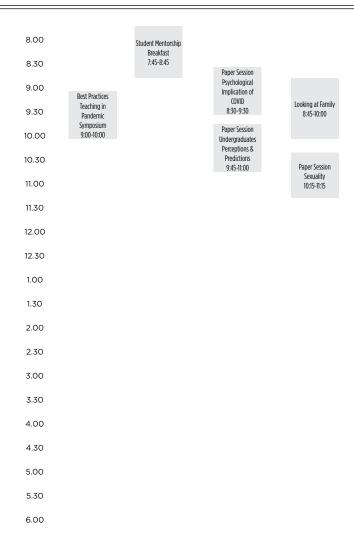
8.00					
8.30	Visual Spatial Memory				
9.00	Symposium (CE Available)				Psi Chi
9.30	8:15-9:15				Diversity Speaker Tanecia Blue
10.00	Deliberate Practice Psych Education			Paper Session	9:00-10:00
10.30	Symposium (CE Available) 9:45-10:45			Cultural Connectedness & Lived Experiences	
11.00	Don't Exploit Organizations			10:00-11:00	Psi Chi Career
11.30	for Data Symposium (CE Available)				Speaker Kelea Somerton 11:00-12:00
12.00	11:00-12:00				
12.30	Pandemic Tele-training Symposium (CE Available)	Conversation Hour	Paper Session What's New in Teaching		Psi Chi Applying & Surviving Grad School
1.00	12:15-1:45	Katherine Becker 12:30-1:30	12:15-1:15	Paper Session	12:00-1:30
1.30				Mental Health 1:00-2:00	
2.00				1.00-2.00	Psi Chi
2.30	Leader Development	Conversation Hour Kathleen Bogart 2:00-3:00	Paper Session		Leadership Session 1:45-2:45
3.00	Symposium 2:15-3:15		Learning & Writing During COVID		
3.30			2:30-3:30	Psi Beta Chapter	Psi Chi
4.00	Behaviors in College Women Symposium			Exchange 3:00-4:30	Chapter Exchange 3:00-4:30
4.30	3:30-4:30				
5.00					
5.30					
6.00					

SUNDAY ROOM MATRIX

	Exhibits/Posters	Salon E	Salon F	Mount Hood	Salon I
8.00					
8.30				Stats Workshop	
9.00				Amanda Montoya & Jessica Fossum Mediation Analysis	Challenges to Indigenizing Academia
9.30	Poster Session 16 Social/Personality Processes #2			(CE Available) 8:30-10:30	Symposium (CE Available) 8:30-10:00
10.00	9:00-10:15				0.50 10.00
10.30					
11.00	Poster Session 17 Social Issues #2				
11.30	10:30-11:45				
12.00					
12.30					
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2.00					
2.30					
3.00					
3.30					
4.00					
4.30					
5.00					
5.30					
6.00					

REGISTRATION DESK OPEN

Ballroom 7:30 - 10:30 am



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LEARN MORE! Email Chris Aberson (chris.aberson@humboldt.edu), and go to psychology.humboldt.edu for details.

WPA 2022 CONFERENCE



The official app for the WPA 102nd Annual Convention in Portland, OR. The app will allow you to sign in and favorite sessions or presentations allowing you to create your own custom itinerary. Filter the sessions, presentations, or participants to drill down and find the information you are looking for. Update your profile and create a virtual badge. Post on the social feed for the conference to engage with your community and presenters. Use the in app messaging to find other participants you want to connect with.

Why should I use the app?

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- Learn about exhibitors and sponsors
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WPA Program Book Activity Descriptions

The WPA convention program book lists and briefly describes every activity at the convention. The convention activities and presentations include Invited Speaker Addresses, Symposia, Poster Sessions, Paper Sessions, Presidential Address, Receptions, and Exhibits.

WPA Speakers: Each year distinguished psychologists are invited to give presentations at WPA. This gives everyone an opportunity to hear the latest research findings and theoretical ideas from leading researchers. All convention attendees are welcome at the talks by the speakers. Also, conversation hours with students will be scheduled for some of the speakers.

Poster Session: In a poster session, 30 or more presenters display the highlights of their research studies as posters mounted on bulletin boards. Presenters stand by their posters as attendees stroll along the rows, reading the posters and discussing them with the presenters. These sessions give you the chance to meet active research psychologists and ask questions and discuss findings. Each presenter welcomes your interest and questions no matter who you are. This is also a good opportunity to find out about graduate and undergraduate programs at other colleges and universities from the presenting professors and their students. Don't be shy!

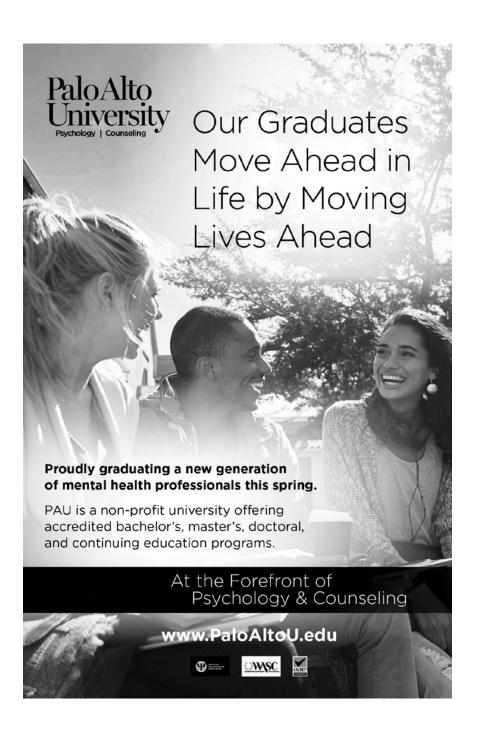
Symposium and Panel Sessions: Two or more authorities make brief presentations on a topic. After the presentations, there is usually time for commentary and discussion.

Paper Session: Each presenter in a paper session delivers a brief talk. Three or four papers are scheduled per session. After each paper is presented, or at the end of a session, the audience is given an opportunity to ask questions.

Exhibitors: During the convention, publishers, universities, psychology organizations such as Psi Chi and the American Psychological Association, and companies that have psychology-related merchandise and research tools, are located in the same large ballroom where poster presentations occur. Here you can browse through the latest books, see demonstrations of lab equipment, talk with universities about their graduate programs. Be sure to stop in the booths that interest you and chat with the representatives. They appreciate your interest.

Receptions: Everyone is invited to receptions on Thursday and Friday evenings.

Conversation Hours: Students are invited to speak informally with distinguished speakers. All students are welcome.



WPA Leadership

PRESIDENT:

Jon Grahe, Ph.D.

Professor of Psychology, Department Chair Pacific Lutheran University

PAST PRESIDENT:

Heidi Riggio, Ph.D.

Department of Psychology

California State University, Los Angeles

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Delia Saenz, Ph.D.

Chief Diversity Officer for The College of Liberal Arts & Sciences and Associate Professor in the Department of Psychology Arizona State University

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Associate Professor

California State University, Long Beach

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Assistant Professor, Department of Psychology & Child Development

California Polytechnic State University. San Luis Obispo

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Oregon State University

2022 CONVENTION PROGRAM:

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Cal Poly Humbolt

Amber Gaffney, Ph.D.

Cal Poly Humbolt

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Department of Psychology, Family, and Community

Seattle Pacific University

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Claremont Graduate University (Emeritus)

STUDENT COUNCIL REPRESENTATIVE:

Kan Gill

CSU, Chico

CONFERENCE MANAGER:

Lorraine Grogan

Western Psychological Association

EXECUTIVE OFFICER.

Jodie Ullman, Ph.D.

Western Psychological Association

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CHRONOLOGY 1921-1945

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1921	Lewis M. Terman	Stanford U.	Berkeley, CA	UC Berkeley
1922	Lewis M. Terman	Stanford U.	Stanford, CA	Stanford U.
1923	Edward C. Tolman	UC Berkeley	Los Angeles, CA	USC
1924	Edmund S. Conklin	U. Oregon	Stanford, CA	Stanford U.
1925	Arthur H. Sutherland	L.A. City Schools	Berkeley, CA	UC Berkeley
1926	Walter A. Miles	Stanford U.	Oakland, CA	Mills College
1927	Kate Gordon	UCLA	Los Angeles, CA	UCLA
1928	Shepard I. Franz	UCLA	Stanford, CA	Stanford U.
1929	Warner Brown	UC Berkeley	Berkeley, CA	UC Berkeley
1930	John F. Coover	Stanford U.	Los Angeles, CA	USC
1931	Stevenson Smith	U. Washington	Eugene, OR	U. Oregon
1932	Calvin P. Stone	Stanford U.	Stanford, GA	Stanford U.
1933	Edward K. Strong	Stanford U.	Los Angeles, CA	USC
1934	Edwin R. Guthrie	U. Washington	Berkeley, CA	UC Berkeley
1935	Harold F. Jones	UC Berkeley	Los Angeles, CA	UCLA
1936	Grace M. Fernald	UCLA	Seattle, WA	U. Washington
1937	Milton Metfessel	USC	Claremont, CA	Claremont College
1938	Paul P. Farnsworth	Stanford U.	Eugene, OR	U Oregon
1939	Knight Dunlap	UCLA	Stanford, CA	Stanford U.
1940	Howard R. Taylor	U. Oregon	Los Angeles, CA	UCLA
1941	Mary Brooks Eyre	Scripps Collage	Berkeley, CA	UC Berkeley
1942	Ernest R. Hilgard	Stanford U.	Seattle, WA	U Washington
1943	Jean W. Macfarlane	UC Berkeley	Berkeley, CA	UC Berkeley
1944	Jean W. Macfarlane	UC Berkeley	Oakland, CA Los Angeles, CA UC Berkeley	Mills College, UCLA & UC Berkeley
1945	Jean W. Macfarlane	UC Berkeley	Seattle, WA Los Angeles, CA	U Washington & USC

CHRONOLOGY 1946-1969

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1946	Jean W. Macfarlane	UC Berkeley	Stanford, CA	Stanford U.
1947	Joy P. Guilford	USC	San Diego, CA	San Diego State
1948	Robert C. Tryon	UC Berkeley	San Francisco, CA	San Francisco State
1949	Ralph H. Gundlach	U. Oregon	Eugene, OR	U Oregon
1950	Floyd L. Ruch	USC	Santa Barbara, CA	UC Santa Barbara
1951	Maud Merrill James	Stanford U.	San José, CA	San José State
1952	Robert Leeper	U. Oregon	Fresno, CA	Fresno State
1953	Ruth S. Tolman	VA Mental Hygiene Clinic	Seattle, WA	U Washington
1954	Nancy Bayley	UC Berkeley	Long Beach, CA	UCLA, USC Long Beach State & the VA
1955	Neil D. Warren	USC	San Francisco, CA	Held With APA
1956	Allen L. Edwards	U Washington	Berkeley, CA	UC Berkeley
1957	Joseph A. Gengerelli	UCLA	Eugene, OR	U Oregon
1958	Leona E. Tyler	U. Oregon	Monterey, CA	U.S. Naval Post-grad School
1959	Quinn McNemar	Stanford U.	San Diego, CA	San Diego State
1960	Donald B. Lindsley	UCLA	San José, CA	San José State
1961	David Krech	UC Berkeley	Seattle WA	U Washington
1962	F. Theodore Perkins	Claremont Grad. School	San Francisco, CA	San Francisco State
1963	John P. Seward	UCLA	Santa Monica, CA	Systems Dev. Corp
1964	D.W. MacKinnon	UC Berkeley	Portland, OR	U Oregon Med. School
1965	Robert R. Sears	Stanford U.	Honolulu, HI	U Hawaii
1966	Hugh M. Bell	Chico State College	Long Beach, CA	Long Beach State
1967	Eliot H. Rodnick	UCLA	San Francisco, CA	San Francisco State
1968	Leo J. Postman	UC Berkeley	San Diego, CA	San Diego State
1969	Frank Beach	UC Berkeley	Vancouver, B.C	U British Columbia, Simon Fraser U. & U Victoria

Convention Program 2022

CHRONOLOGY 1970-1995

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1971	Howard H. Kendler	UC Santa Barbara	San Francisco, CA	San José State
1972	P. Nevitt Sanford	Wright Institute	Portland, OR	Portland State U
1973	Fred Attneave	U. Oregon	Anaheim, CA	CSU Long Beach & CSU Fullerton
1974	Paul H. Mussen	UC Berkeley	San Francisco, CA	UC Berkeley & CSU Hayward
1975	Eleanor Maccoby	Stanford U	Sacramento, CA	CSU Sacramento
1976	Richard C. Atkinson	Natl Science Fndn	Los Angeles, CA	CSU Northrhdge
1977	Seymour Feshbach	UCLA	Seattle, WA	U Washington
1978	Tracy S. Kendler	UC Santa Barbara	San Francisco, CA	San Francisco State
1979	Irwin G. Sarason	U. Washington	San Diego, CA	San Diego State
1980	Norma D. Feshbach	UCLA	Honolulu, HI	U Hawaii
1981	Albert Bandura	Stanford U	Los Angeles, CA	CSU, Dominguez Hills
1982	Patricia Keith-Spiegel	CSU Northridge	Sacramento, CA	CSU Sacramento
1983	Philip G. Zimbardo	Stanford U	San Francisco, CA	San José State
1984	Elizabeth Loftus	U. Washington	Los Angeles, CA	UCLA
1985	Marilynn B. Brewer	UCLA	San José, CA	CSU Chico
1986	M. Brewster Smith	UC Santa Cruz	Seattle, WA	U. Puget Sound
1987	Joseph Matarazzo	Oregon Health Sciences	Long Beach, CA	CSU Long Beach
1988	Dorothy Eichorn	UC Berkeley	Burlingame, CA	Santa Clara U
1989	Christina Maslach	UC Berkeley	Reno, NV	U. Nevada, Reno
1990	Elliot Aronson	UC Santa Cruz	Los Angeles,CA	CSU, San Bernardino
1991	Gordon Bower	Stanford U.	Burlingame, CA	Stanford U. & San José State
1992	John Garcia	UCLA	Portland, OR	Portland State U.
1993	James L. McGaugh	UC Irvine	Phoenix, AZ	Arizona State U.
1994	Shelley E. Taylor	UCLA	Kona, HI	U. of Hawaii, Hilo
1995	Richard F. Thompson	USC	Los Angeles, CA	CSU Dominguez Hills

CHRONOLOGY 1996-2022

YEAR	WPA PRESIDENT	PRES. AFFILIATION	SITE	HOST
1996	Nancy Eisenberg	Arizona State U	San José, CA	U. of the Pacific
1997	Claude Steele	Stanford U.	Seattle, WA	U. of Puget Sound
1998	Robert L. Solso	U. Nevada	Albuquerque, NM	U. Nevada, Reno
1999	Robert A. Bjork	UCLA	Irvine, CA	Claremont McKenna
2000	Diane F. Halpern	CSU San Bernardino	Portland, OR	Portland State U.
2001	Philip G. Zimbardo	Stanford U.	Maui, HI	U. Hawaii, Hilo
2002	Leona S. Aiken	Arizona State	Irvine, CA	UC Irvine
2003	Dale E. Berger	Claremont Grad U.	Vancouver, BC	U. British Columbia
2004	Cheryl L. Spinweber	Scripps Mercy Sleep Disorders Center	Phoenix, AZ	Arizona State U.
2005	Elizabeth Loftus	UC Irvine	Portland, OR	Portland State U.
2006	Gordon Bower	Stanford U.	Palm Springs, CA	CSU San Bernardino
2007	Robert Pellegrini	San José State	Vancouver, BC	U. British Columbia
2008	Peter Bentler	UCLA	Irvine, CA	CSU San Marcos
2009	Ronald E. Riggio	Claremont McKenna	Portland, OR	Portland State U.
2010	Stanley Sue	UC Davis	Cancun, MX	U. Southern Cal.
2011	Jeffery S. Mio	Cal Poly Pomona	Los Angeles, CA	CSU Los Angeles & Cal Poly Pomona
2012	Delia S. Saenz	Arizona State U.	Burlingame, CA	Palo Alto U.
2013	Robert V. Levine	CSU Fresno	Reno, NV	U. Nevada, Reno
2014	Victoria M. Follette	U. Nevada, Reno	Portland, OR	Western Oregon U.
2015	Jodie B. Ullman	CSU San Bernardino	Las Vegas, NV	U Nevada, Las Vegas
2016	Howard S. Friedman	UC Riverside	Long Beach, CA	CSU Fullerton
2017	Joan S. Tucker	RAND Corporation	Sacramento, CA	CSU Sacramento
2018	Terry A. Cronan	San Diego State U	Portland, OR	Pacific U Oregon
2019	Laura Freberg	CA Polytechnic State U	Pasadena, CA	CSU Los Angeles
2020	Christina Maslach	University of California	Virtual	SJSU
2021	Heidi Riggio, Ph.D.	CSU Los Angeles	Virtual	U Nevada, Las Vegas
2022	Jon Grahe, Ph.D.	Pacific Lutheran U	Portland, OR	Cal Poly Humboldt

Convention Program 2022

WPA PROGRAM PLANNING AND ORGANIZATION

The Program Committee:

The primary function of the Program Chairperson is to plan and organize the invited portions of the program. This is a complex and demanding process that starts almost two years before a given convention, and one that assures an attractive and diversified program. This year, Heidi Riggio accepted the challenge of serving as the Program Chair, and Steven Frenda as program Co-Chair, for the convention. Together with WPA President Laura Freberg, they have arranged a splendid program that will provide each of us with an excellent and memorable convention. We thank them for their outstanding contributions to our association.

Teaching and Student Events:

In coordinating the planning and the organization of the Teaching and Student Events that enrich our program each year, we have had the opportunity and the pleasure of working with a number of dedicated people who are responsible for the excellence of this part of our program

Special thanks go to the following people whose creativity, resourcefulness, and dedication to the teaching/learning process led to the development of outstanding program events of special interest to psychology teachers and students.

Raechel Soicher

WPA Conferenc on Teaching

Heidi Riggio

Society for the Teaching of Psychology (STP)

Louise Chim

Psi Chi, The International Honor Society in Psychology

Vivian McCann

Psychology Teachers at Community Colleges (PT@CC)/Committee for Associate and Baccalaureate Education (CABE)

Helen Greenbergs

Psi Beta

The Teaching and Student Events at our annual convention receive needed financial support from several groups. Their generosity contributes substantially to the sustained high quality of these events.

We thank the following groups for their help in enhancing the excellence of our convention with their financial support.

Cal Poly Humbolt
American Psychological Association
PsycLearn
Palo Alto University
Macmillan Learning

Alliant International University California School of Professional Psychology

Hogan Assessments

Psi Chi, The International Honor Society in Psychology Society for the Teaching of Psychology

WPA FELLOWS

The individuals listed below have been elected to Fellow status in the Western Psychological Association. Information concerning application for Fellow status can be obtained from the WPA office and website.

Chris Aberson	Terry Cronan	Richard L. Gorsuch
Leona S. Aiken	Faye J. Crosby	Adele Eskeles Gottfried
	n 115.011	

Daniel N. AllenRonald DillehayAllen GottfriedMary AllenStewart DonaldsonHarrison GoughElliot AronsonBradley DonohueLisa Gray-ShellbergGeorgia BabladelisKimberly DuffPatricia M. Greenfield

Albert Bandura Christine Dunkel Schetter Bruce Gross

Kimberly A. Barchard Eric Eich Diana Wright Guerin Lori Barker-Hackett Dorothy Eichorn Carl R. Gustavson Kenneth Beauchamp Diane F. Halpern Nancy Eisenberg Peter M. Bentler Henry Ellis Sharon Hamill Jennifer L. Berdahl Ann Ewing Steven. C. Hayes Dale E. Berger **Judith Farrell** David J. Hardy Gaithri A. Fernando Maureen Hester Norma Feshbach William Hillix

Lynette H. Bikos Elizabeth Ligon Bjork Charles D. Hoffman Robert Bjork Seymour Feshbach Melinda Blackman Susan Folkman Michael Hogg Victoria M. Follette Kirk Bowden Wei-Chin Hwang Gordon Bower Michael Foy Chizuko Izawa Scott C. Fraser Thomas Bradbury Lissy F. Jarvik Howard S. Friedman Marilynn B. Brewer Roger D. Jennings Laura S. Brown David Funder **Bob Johnson** Alvson Burns-Glover Helen C. Fung Jerry L. Johnson Donna Castaneda Glenn Gamst John Jung

John N. Castellan, Jr John Garcia Kenneth D. Keith Elizabeth Cauffman Rick Gardner Patricia Keith-Speigel Paul W. Clement Robert M. Gardner Dacher Keltner Mark A. Costanzo Ann M. Garner Howard H. Kendler Gloria Cowan Gerald P. Ginsburg Tracy S. Kendler P. Chris Cozby Lewis R. Goldberg John Kihlstrom Robert Ervin Cramer Stephen D. Goldinger Elizabeth A. Klonoff

William Crano Gail S. Goodman Chris Koch

Stanley Krippner Michael D. Newcomb Nancy Segal Knud Larsen Edgar C. O'Neal Jack Shaffer Richard S. Lazarus Pamella H. Oliver Phillip R. Shaver J. Kris Leppien-Christensen Stuart Oskamp Jerry Shaw Michael Levin Raymond Paloutzian Thomas J. Shoeneman Shana Levin Daniel Pannen Colin Silverthorne Donald B. Lindsley Keith Simonton Kenneth Parker Richard A. Littman John G. Paterson Ellen Skinner Elizabeth Loftus Frank Payne

M. Brewster Smith Addison Somerville Steven R. Lopez Brett Pelham Duncan R. Luce Robert Pellegrini Robert Sommer Cheryl L. Spinweber Eleanor Maccoby Nolan Penn Diane M. Mackie Robert Peterson Judith A. Stein Walter T. Plant Irving Maltzman Stanley Sue Carrie M. Margolin Michael Posner Norman Sundberg

Leslie R. Martin **Anthony Pratkanis** Barbara Tabachnick Christina Maslach Kathleen Suzanne Johnson Shelley Taylor Joseph Matarazzo Preston Steven Taylor Radmila Prislin Ruth Matarazzo Michael Thackrey David Matsumoto Bertram Raven Howard E. A. Tinsley Catherine L. Reed Vickie Mays Murray Tondow

Vickie Mays Catherine L. Reed Murray Tondow

James L. McGaugh Daniel Reisberg Joan S. Tucker

Paul McReynolds Beth Rienzi Jodie B. Ullman

Frederick Meeker Heidi R. Riggio Steven Ungerleider

Matthias R. Mehl Ronald Riggio Carole Wade

Rodolfo Mendoza-Denton Maria P. Root William P. Wallace
Ivan N. Mensh Leonard G. Rorer Neil D. Warren
Gerald M. Meredith Jerry L. Rudmann Heidi A. Wayment
Lawrence S. Meyers Dawn Salgado Michael Webster
Norman Miller Dennis Saccuzzo Rhona S. Weinstein

Edward W. MiniumDelia S. SaenzSuzanne L. WenzelJeffrey Scott MioBarbara SarasonPaul WernerTelford I. MooreIrwin SarasonEleanor WillemsenRobert F. MorganTheodore SarbinThomas A. Wright

Daniel D. Moriarty David A. Sbarra Alvin Zander

John H. Mueller Marvin Schroth Sheldon Zedeck

Nora A. Murphy P. Wesley Schultz Philip G. Zimbardo

Lee Sechrest

Charlan J. Nemeth

Convention Program 2022

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WPA PROGRAM REVIEW COMMITTEE

Each of the submitted abstracts was read by two of the distinguished psychologists listed below, who consented to serve as members of the Program Review Committee for the Convention. Their independent reviews were criteria used in selecting the papers, posters, and symposia that are included in this program, and for the selection of the Western Psychological Foundation Student Scholarship Awards.

The members of the Program Review Committee are as follows:

Chris Aberson
Dale Berger
Brittany Bloodhart
P. Chris Cozby
Anne Duran
Sue Frantz
Diane F. Halpern
Sharon Hamill
Jacob Jones
J. Kris Leppien-Christensen
Chris Miller
Jerry Rudmann
Jason T. Siegel

WPA AWARDS COMMITTEE MEMBERS

Tiffany Artime David Kealy
Donna Castaneda Chris Koch
Stacey Doan Leslie Martin
Stewart Donaldson Barbara Tabachnick
Kimberley Duff Joan Tucker
Allen Gottfried Terry Cronan, Chair

WPA COUNCIL OF REPRESENTATIVES

Many western universities and colleges have designated a member (or members) of their faculty to serve as a member of the WPA Council of Representatives. Members of this group provide advice and feedback to the WPA board and act as liaison on their campus for WPA. The chair of the Council is Ethan McMahan, the current Representative-at Large. If you do not see your university or college among those listed below and you wish to become involved, please contact the WPA office. Note: Two representatives from the same campus may indicate that two academic departments are represented; it may also indicate that both a graduate and undergraduate program representative have been designated; or some other division of labor appropriate to a particular department.

Alaska

University of Alaska Fairbanks, *Dani Sheppard and Jen Peterson*University of Alaska Anchorage, *Eric Murphy*

Alberta

Concordia University of Edmonton, Zdravko Marjanovic

Arizona

Chandler Gilbert Community College, Alisa Beyer

Arizona State University, Delia S. Saenz and Jose Nanez

Glendale Community College, Ladonna Lewis

Mesa Community College, Ann Ewing

Northcentral University, Jeannine Klein

Northern Arizona University, Meliksah Demir

Northern Arizona University, Robert Horn

Northern Arizona University, William Kolodinsky

Rio Salado College, Kirk Bowden

University of Arizona, Eve Isham

University of Arizona South, Brandy Brown

British Columbia

Alexander College, Kevin Hamilton

Douglas College, Bryan Jones

Kwantlen Polytechnic University, Cory Pedersen

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Langara College, Erin Lea

Simon Fraser University, Rachel Fouladi

Thompson River University, Zdravko Marjanovic

University of British Columbia, Vancouver, Anita DeLongis

University of British Columbia, Okanagan, Mark Holden

University of Victoria, Frederick Grouzet

California

Alliant International University, San Francisco, Gerald Michaels

American Jewish University, Susan Kapitanoff

American River College, Andrea Garvey

Azusa Pacific University, Priscilla Diaz

Bakersfield College, Ginger LeBlanc

Biola University, Stacy Eltiti

Brandman University, William Gibson

Butte College, Nicole Graves and Allee Kreamer

California Baptist University, Anne-Marie Larsen

California Lutheran University, Andrea Sell

Chabot College, Rani Nijjar

Chapman University, John Hunter

College of the Canyons, Deanna Riveira

College of the Desert, Chris Jones-Cage

College of the Sequoias, *Josh Muller*

Cal Poly Pomona, Nicholas Von Glahn, Alejandro Morales, and Lori Barker

Cal Poly San Luis Obispo, Debra Valencia-Laver and Laura Freberg

CSU Bakersfield, Anne Duran

CSU Channel Islands, Beatrice de Oca and Christy Teranishi Martinez

CSU Chico, Lawrence Herringer

CSU Dominguez Hills, Mark Carrier and Carl Sneed

CSU East Bay, David Fencsik

CSU Fresno, Connie Jones and Robert Levine

CSU Fullerton, Melinda Blackman and Pamella Oliver

CSU Long Beach, Christopher Warren

CSU Los Angeles, Gaithri Ann Fernando

CSU Monterey Bay, Jill Yamashita and Jennifer Dyer-Seymour

CSU Northridge, Jill Quilici and Adele Eskeles Gottfried

CSU Sacramento, Rebecca Cameron and Larry Meyers

CSU San Bernardino, Jodie Ullman

CSU San Bernardino, Eugene Wong

CSU San Marcos, Sharon Hamill and Heike Mahler

CSU Stanislaus. Kurt Baker

Cerritos College, Kimberly Duff

Chapman University, David Frederick

Claremont Graduate University, Dale Berger and Stewart Donaldson

Claremont McKenna College, Ronald Riggio

Coastline Community College, Erin Johnson

Concordia University, Jane Graves Smith

Crafton Hills College, T.L. Brink

Dominican University of California, Benjamin Rosenberg and Joshua Jordan

El Camino College, Renee Galbavy

Foothill College, Eta Lin

Fresno City College, Rebecca Slaton

Fresno Pacific University, Elizabeth Lake and James Van Slyke

Fullerton College, Brian Lopez

Gonzaga University, Sarah Arpin

Grossmont College, Amy Ramos

Hartell College, Alicia Edelen

Holy Names University, Martin Lampert

Humboldt State University, Mari Sanchez and Melinda Myers

Irvine Valley College, Kari Tucker

John F. Kennedy University, Steven Del Chiaro

Las Positas College, John Ruys

La Sierra University, Paul Mallery

Loma Linda University, Kelly Morton

Loyola Marymount University, Kayoko Okada

Mills College, Dean Morier

Mount Saint Mary's University, Dolly Rojo

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Mt. San Antonio College, Stacy Bacigalupi

National University, Tom Steiner

Northwest University, Jennifer Harris

Occidental College, Nancy Dess

Pacific Union College, James Cephas

Palo Alto University, James Breckenridge and Lisa Brown

Pepperdine University, Khanh Bui

Pomona College, Richard S. Lewis

Point Loma Nazarene University, Kim Schaeffer

Saddleback College, Kris Leppien-Christensen

Saint Mary's College, Elena Escalera

San Bernadino Valley College, Sandra Moore

San Diego Mesa College, Jaye Van Kirk

San Diego State University, Allison Vaughn and Elizabeth Cordero

San José State University, Mark Van Selst and Camille Johnson

Santa Ana College, Jeffrey Pedroza

Santa Clara University, Birgit Koopmann-Holm

Santa Monica College, Lisa Farwell

Santiago Canyon College, Cari Cannon

Scripps College, Amy Marcus-Newhall

Soka University of America, Esther Chang

Solano Community College, Sabine Bolz

Sonoma State University, Heather Smith and Maria Hess

Stanford University, Philip G. Zimbardo

Taft College, Michelle Oja

The Wright Institute, Sydnie Yoo

University of La Verne, Glenn Gamst

University of Redlands, Anna Napoli

University of San Diego, Annette Taylor

University of the Pacific, Gary Howells

UC Davis, Shelley Blozis

UC Irvine, Peter Ditto

UC Los Angeles, Elizabeth Bjork

UC Merced, Ross Avilla

UC Riverside, Annie Stanfield Ditta and Howard Friedman

UC San Francisco, Annesa Flentje

UC Santa Cruz, Benjamin Storm

University of San Diego, Michael Ichiyama

University of San Francisco, Ben Levy

University of Southern California, Richard John

Westmont College, Steven A. Rogers

Whittier College, Ayesha Shaikh and Lorinda Camparo

Woodbury University, Joye Swan

Yuba College, Lisa Jensen-Martin

Hawaii

Brigham Young University-Hawaii, Jess Kohlert

Chaminade University, Darren Iwamoto

Hawaii Pacific University, Brian Metcaff

University of Hawaii, Hilo, Eric Heuer

University of Hawaii, Manoa, Charlene Baker

University of Hawaii, West Oahu, Richard Langford

Idaho

Lewis-Clark State College, Rachelle Genthos

Idaho State University, Xiaomeng (Mona) Xu

Northwest Nazarene University, Elizabeth List

Montana

Flathead Valley Community College, Leanne Parker

Montana State University, Fred W. Whitford

University of Montana, Missoula, Christine Fiore

Western Montana College, Mark H. Krank

Nevada

College of Southern Nevada, Charleston Campus, Stephen Tracy

Nevada State College, Laura Naumann

Sierra Nevada College, Christina Frederick

Truckee Meadows Community College, Haley Orthel-Clark

University of Nevada Las Vegas, Kimberly Barchard

Convention Program 2022

University of Nevada Reno, Melanie Duckworth and Colleen Murray

University of Phoenix, Las Vegas, Craig Childress

Western Nevada College, Rebecca Bevans

New Mexico

New Mexico Highlands University, Lara Heflin and David Pan

New Mexico State University, Marina Abalakin and Walter Stephan

Eastern New Mexico University, Lesilie Gill

Western New Mexico University, Mark Chu

Oregon

Central Oregon Community College, Matthew Novak

Concordia University, Jane Smith

George Fox University, Chris Koch

Lane Community College, Eric Kim

Lewis & Clark College, Erik Nilsen

Oregon Health Sciences University, Hill Taylor

Oregon Institute of Technology, Alishia Huntoon

Oregon State University, Kathleen Bogart

Pacific University, Erica Kleinknecht, Heide Island, and Paul Michael

Portland Community College, Vivian McCann

Southern Oregon University, Mary Russell-Miller

University of Portland, Deana Julka and Andrew Downs

Umpqua Community College, Robert Johnson

Western Oregon University, Lauren Roscoe

Williamette University, Erik Noftle

Saskatchewan

University of Saskatchewan, Jim Cheesman

Utah

Dixie State University, Kristine Olson

Utah State University, Scott Bates

Utah State University Eastern, Heath Earl

Weber State University, Aaron Ashley

Washington

Bellevue College, Dennis Wanamaker

Central Washington University, Susan D. Lonborg and Wendy A. Williams

Clark College, Mika Maruyama

Columbia Basin College, Adam Austin

Eastern Washington University, Phil Watkins

Everett Community College, Diane Simpson Brown

Highline College, Sue Frantz

Pacific Lutheran University, Wendy Shore, Jon Grahe and Tiffany Airtime

Pierce College, Leon Khalsa

Saint Martin's University, Jeremy Newton

Seattle Pacific University, Lynette Bikos

Seattle University, Le Xuan Hy

South Puget Sound Community College, April Kindrick

Tacoma Community College, Pamela Costa

The Evergreen State College, Carrie M. Margolin

University of Puget Sound, Sarah Moore

University of Washington, Tacoma, Leighann Chaffee

Washington State University, Donelle Posey

Wenatchee Valley College, 7'Lene George

Western Washington University, Ira Hyman

Whitworth College, Patricia Bruininks

Yakima Valley Community College, Heidi Shaw

Online

Purdue University Global, Edward Cumellaremy Newton

WPA AWARD HISTORY

WPA Outstanding Teaching Award		WPA Early Career Research Award	
1993	Ronald E. Riggio	1993	Diane M. Mackie
1994	Harvey Wichman	1994	Brett M. Pelham
1995	Philip G. Zimbardo	1995	Jeansok J. Kim
1996	Robert J. Pellegrini	1996	Ellen Skinner
1997	Dale E. Berger	1997	Thomas Bradbury
1998	Jeffery Scott Mio	1998	Michael A. Webster
2000	Howard Friedman	2001	Stewart I. Donaldson
2001	Kevin Jordan	2002	Dacher Keltner
2002	Diane F. Halpern	2003	James Gross
2003	Ann Ewing	2004	Joan S. Tucker
2004	Lisa Gray-Shellberg	2005	P. Wesley Schultz
2005	Lori Barker-Hackett	2006	Bradley Donohue
2006	Mary J. Allen	2007	Shana Levin
2007	Robert Levine	2008	No Award
2008	Christina Maslach	2009	James C. Kaufman
2009	Robert B. Cialdini	2010	Daniel Krauss
2010	Allen Gottfried	2011	Jason F. Reimer
2011	Mark A. Costanzo	2012	George M. Slavich
2012	Jodie B. Ullman	2013	Bettina J. Casad
2013	Melinda Blackman	2014	Jason T. Siegel
2014	Eugene Wong	2015	Jason Holland
2015	Terry A. Cronan	2016	Cameron Neece
2016	Heidi R. Riggio	2017	Stacey Doan
2017	Kimberley Duff	2018	Allison Vaughn
2018	Leslie Martin	2019	Daniel Nelson Jones
2019	Daniel A. Krauss	2021	Birgit Koopmann-Holm
2020	George Slavich	2022	Tristen Inagaki
2021	Christopher Aberson		
2022	Alyson Burns-Glover		

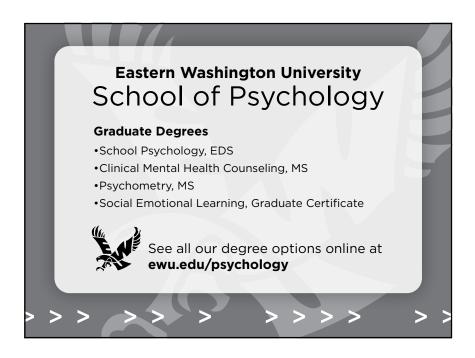
WPA Distinguished Service Award		2003	Albert Bandura
1993	Joseph D. Matarazzo	2004	Eleanor Maccoby
1994	Robert A. Hicks	2005	Joseph Matarazzo
1995	Donald E. Pannen	2006	James McGaugh
1996	Lisa Gray-Shellberg	2007	Irwin Sarason
1998	Cheryl L. Spinweber	2008	Richard Thompson
1999	Richard F. Thompson	2009	Robert Rosenthal
2000	Mary J. Allen	2010	Philip G. Zimbardo
2003	Robert L. Solso	2011	Gordon Bower
2004	Philip G. Zimbardo	2012	Barbara Tabachnick
2005	Leona Aiken	2013	Elliot Aronson
2006	Ann Ewing	2014	Stanley Sue
2007	Gordon Bower	2015	Peter Bentler
2008	Beth Rienzi	2016	Robert Cialdini
2009	Carrie M. Margolin	2017	Shelley E. Taylor
2010	Dale E. Berger	2018	Elizabeth Loftus
2011	Diane F. Halpern	2018	Christina Maslach
2012	Ronald E. Riggio	2019	Diane Halpern
2013	Jeffery Scott Mio	2020	Robert Levine
2014	Delia S. Saenz	2021	Robert and Elizabeth Bjork
2015	Heidi R. Riggio	2022	Jodie Ullman
2016	Anne Duran		
2017	Jodie Ullman	WPA Special Awards	
2018	P. Chris Cozby	1994	Jerry L. Johnson
2019	Alyson Burns-Glover		
2020	Shari Young Kuchenbecker	WPA S	ocial Responsibility Award
2021	Terry Cronan	2007	Vickie Mays
2022	Jerry Rudmann	2008	Nancy Segal
		2009	Stuart Oskamp
WPA Lifetime Achievement Award		2010	Elizabeth Klonoff
1996	M. Brewster Smith	2011	Adele Eskeles Gottfried
2001	Theodore Sarbin	2013	Anthony Biglan
2002	Harold H. Kelley	2014	Allen M. Omoto

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2015	Dacher Keltner	2012	Jeffrey J. Wood
2016	Roxane Cohen Silver	2013	Shannon Dorsey
2017	William Crano	2014	Michael Twohig
2018	Stewart I. Donaldson	2015	Joyce P. Chu
2019	Jason T. Siegel	2016	Joshua Swift
2020	Stanley Sue	2017	Michael Levin
2020	Christopher J. Koch	2019	David Kealy
2021	Delia Saenz	2020	Tiffany M. Artime
2022	Sue Kapitanoff	2022	Matthew Yalch

Enrico E. Jones Award

2009	William Lamb
2010	Wei-Chin Hwang
2011	George M. Slavich





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WPA CONVENTION INFORMATION & POLICIES

REGISTRATION

The Convention is open to anyone who has paid the appropriate registration fee.

The registration fees are as follows:

Registration Fees (Within 30 days of the convention)

WPA Professional Member	\$160
Professional Non-Member	\$250
Student	\$140

Non-Professional Spouse/Partner of WPA Professional (not for presenters or coauthors) Same as registered partner/spouse. Can only be registered on site.

One hour temporary Registration for Family Members and can only be registered on site. \$25

On-site Registration Hours

Wednesday	4 pm - 8 pm
Thursday	7 am - 6 pm
Friday	7 am - 7 pm
Saturday	7 am - 5 pm
Sunday	7:30 am - 10:30 am

CODE OF CONDUCT

The purpose of this WPA code of conduct is to promote a healthy, safe, and enjoyable educational experience for all WPA convention attendees, and to encourage attendees to maintain the highest standards of professionalism while attending the convention. If WPA staff, officers, or representatives from the convention venue, should feel there are violations of the code of conduct, appropriate action may be taken, such as removal from any event, or restrictions on attending future conventions or activities.

Attendees must be fully vaccinated and wear a mask covering the nose and mouth at all times during the conference. The mask may be removed when actively eating or drinking.

You are expected to:

- Show dedication to the educational nature and program time lines laid out in the convention submission requirements and guidelines.
- Present the most contemporary literature and data appropriate to professional standards, and avoid all forms of plagiarism or misrepresentation of data.
- Approach topics and colleagues with respect for diversity in all its forms.
- Avoid disruptive, inappropriate, and harassing behavior both inside and
 outside all convention events (i.e., presentations, sessions, dances, other
 social events). This includes sexual harassment, such as unwelcome sexual
 flirtations or advances, and unwelcome comments or physical actions of a
 sexual nature.

CONVERSATION HOURS

The WPA student representatives have scheduled conversation hours following some of the presentations. Please join your colleagues for stimulating discussions with our speakers. Thanks to Dale Berger and the WPA Student Council for organizing the conversation hours.

CONVENTION POLICIES

Vaccination Policy

All attendees must be fully vaccinated. Vaccination status will be verified prior to receiving an identification badge. Anyone unvaccinated will not be allowed to attend any portion of the conference and will not have any expenses refunded.

Identification Badges

Identification badges will be available for those who have pre-registered at the registration booth upon arrival at the convention. Persons who choose to wait to register at the convention will receive a badge after they have paid their registration

fee and verified that they are vaccinated. We request that you wear your badge at all times because only persons who have registered for the convention will be admitted to any of the scheduled programs or activities.

Mask Policy

Face masks must be worn at all times during the conference. The mask must fully cover the nose and mouth. Masks may be removed when eating or drinking.

Additional Programs

Additional copies of the program may be purchased for \$10.00 until our limited supply of extra copies is exhausted.

Smoking Policy

Smoking is not permitted in the convention center or conference rooms.

Exhibitors

Exhibits are located in the Exhibit Hall and will be open on Thursday, Friday, and Saturday. Our exhibitors provide substantial support for the convention, and the best way to say thank you is visit with them.

FUTURE WPA CONVENTION

2023	103 rd WPA Convention
	Riverside, CA
	April 27 - 30
2024	104th WPA Convention
	San Francisco, CA
	April 24 - 28
2025	105th WPA Convention
	Las Vegas, NV
	May 1 - 4

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A CONVERSATION HOUR

Kimberly Kahn

Thursday, April 28 2:30 PM - 3:30 PM Mount St. Helens

Kathryn Becker Blease

Saturday, April 30 12:30 PM - 1:30 PM Mount St. Helens

Kathleen Bogart

Saturday, April 30 2:00 PM - 3:00 PM Mount St. Helens

WEDNESDAY, APRIL 27

WPA TEACHING CONFERENCE

Mount Hood

8:00 a.m. Registration

8:15 a.m. WELCOME & UPDATE ON STP PRESIDENTIAL TASKFORCE:

STATISTICAL LITERACY IN PSYCH SCIENCE

Raechel Soicher (Oregon State University)

9:30 a.m. PROMOTING INTEREST AND EQUITY IN THE

MENTAL HEALTH PROFESSIONS: THE NEW SCIENCE OF DELIBERATE PRACTICE FOR COUNSELING AND CLINICAL PSYCHOLOGY SKILL DEVELOPMENT

Joel Jin (Seattle Pacific University)

10:30 a.m. THE FUTURE OF TEACHING PSYCHOLOGY IS:

STUDENT-FOCUSED

Brittany Avila (University of Nevada, Reno)

11:30 a.m. Lunch provided by APA Psych Learn

12:45 p.m. USING SELF-DETERMINATION THEORY TO PROMOTE

ACADEMIC INTEGRITY

Jacqueline Goldman (Oregon State University)

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1:50 p.m. DEVELOPING UNDERGRADUATE TAS: TRAINING,

BENEFITS, AND OUTCOMES

Janet Peters, Donelle Posey (Washington State University)

3:00 p.m. NAVIGATING TEACHING AS A PARENT-FACULTY

Aleksandria Grabow (California State University, San Marcos)

CLASSROOM

Ivan Carbajal (Oregon State University)

WELCOME & UPDATE ON STP PRESIDENTIAL TASKFORCE: STATISTICAL LITERACY IN PSYCH SCIENCE

Raechel Soicher (Oregon State University)

Statistical literacy is an essential and foundational element of undergraduate training in psychological science, with recent recommendations highlighting a need for emphasizing this applied approach to statistical thinking (APA, 2014; GAISE, 2016). In light of this, an STP Presidential Task Force subcommittee was charged with updating guidelines for statistical literacy, reasoning, and thinking in the Undergraduate Psychology Curriculum as a whole. In the proposed symposium, I will first share a brief history of how our discipline's understanding of statistical literacy has advanced and changed over the last several years, to include changing guidelines from APA and ASA, recent research on the value of numerical literacy as a whole, and emerging research on the open science movement, the replication crisis, new analytical approaches, and data ethics. In addition, I will highlight the value of focusing on statistical literacy as a foundational skill to serve all psychology majors, not just those who intend to go to graduate school. Next, I will report on our research on the current state of statistics curriculum at various universities, drawing attention to the various approaches to statistical literacy currently taken by undergraduate psychology programs. Finally, using our survey results, our committee discussion, and recent research on statistical literacy, I will share advice on how to implement, integrate, and reinforce statistical literacy not only in courses dedicated to statistics, but in the psychology curriculum as a whole.

PROMOTING INTEREST AND EQUITY IN THE MENTAL HEALTH PROFESSIONS: THE NEW SCIENCE OF DELIBERATE PRACTICE FOR COUNSELING AND CLINICAL PSYCHOLOGY SKILL DEVELOPMENT

Joel Jin (Seattle Pacific University)

Deliberate Practice (DP) - the purposeful, systematic rehearsal of targeted skills with observation and feedback - is an emerging empirically-supported method of improving psychotherapy abilities for established clinicians and graduate students pursuing careers in mental health. This presentation will address how faculty of undergraduate counseling and clinical psychology courses can apply this innovative framework in classroom settings to provide affirming experiences that build selfassurance and create interest in graduate psychotherapy education, including among historically marginalized students. DP allows students to engage with prominent counseling techniques while respecting their developmental stage. Principles of DP focus on an experiential and procedural type of learning that offers repeated opportunities to experience the "how" of applying skills within a safe, low-stakes educational environment. A variety of exercises invite students to repeatedly improvise clinical interventions to meet certain skill criteria, and instructors who hold expertise provide feedback to foster student competence and confidence. To date, DP has been used for education and training in transtheoretical and modelspecific skill development, including exercises focused on important personal characteristics (e.g. empathy, self-awareness, cultural humility) as well as skills from leading modalities of psychotherapy (e.g. cognitive behavioral therapy, motivational interviewing, child and adolescent therapy).

THE FUTURE OF TEACHING PSYCHOLOGY IS: STUDENT-FOCUSED

Brittany Avila (University of Nevada, Reno)

Teaching in higher education has been evolving rapidly since the COVID-19 pandemic first hit in Spring of 2020. In recent years, we've seen a huge shift in how teachers, administrators, and universities are viewing what effective teaching is. Through all the different methods that have been discussed and developed, one tenant to teaching stands out: a shift to student centered approaches. The future of teaching psychology is to focus on students holistically, incorporating their learning, skill development, mental health, emotional wellbeing, developmental skills,

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personal experiences, and more into the classroom. This talk will explore how we can make this shift, effective teaching strategies that center the student, and how to do all of this while maintaining our own mental and physical health.

USING SELF-DETERMINATION THEORY TO PROMOTE ACADEMIC INTEGRITY

Jacqueline Goldman (Oregon State University)

Plagiarism and other forms of academic misconduct have historically been conceptualized as the intentional and rational decision to cheat, however these assumptions neglect many underlying factors, both environmental and individual, that lead to students taking these short cuts. Previous research has indicated that students may be motivated to engage in cheating behavior due to feeling as if the instructor does not care about them as students (MacGregor & Stuebs, 2012). While regular and meaningful one-on-one interaction with students may not be possible due to increased course sizes and increasing demands on educators, pedagogical practices can facilitate relatedness and a sense of community within the classroom itself. Deci and Ryan's Self-Determination mini-theory (2000) argues that to facilitate general wellness, integrity, and internalization of course values, humans have three basic needs that must be fulfilled: autonomy, competence, and relatedness. Fulfilling all of these needs has benefits for motivation and learning in the classroom, but even the fulfillment of just the relatedness need has unique benefits of internalizing and accepting course values, which may lead to fewer instances of academic misconduct (Niemiec & Ryan, 2009).

DEVELOPING UNDERGRADUATE TAS: TRAINING, BENEFITS, AND OUTCOMES

Janet Peters, Donelle Posey (Washington State University)

Working with undergraduate teaching assistants (UTAs) can benefit departments, faculty, and students. However, the time and effort to develop a program that prepares UTAs to assist faculty and their peers can pose a barrier to many faculty. With the information in this three-part workshop, participants will obtain a blueprint for training their own UTAs. In part one, we will discuss our experience in developing WSU's Instructional Practicum Training program and provide an example list of topics, syllabus, and reading materials for any interested participants. In part two, we will explore lessons learned in teaching the course, such as managing the

workload, deciding on the course platform (virtual vs. face-to-face), and facilitating discussion. In the third and final part, we will discuss outcomes of the UTA training course, including the student experience.

NAVIGATING TEACHING AS A PARENT-FACULTY

Aleksandria Grabow (California State University, San Marcos)

More than half of college instructors in the United States are parents. When considering tenure-track faculty, 27% of female faculty with children are less likely to earn tenure and leave academia earlier in their careers than their male counterparts. At the institutional level, only 23% of U.S. colleges and universities provide paid family leave, and leave policies at various institutions often differ among faculty with different statuses. Despite these statistics, navigating the challenges of teaching as a parent-faculty is rarely discussed. Creating an open space for discussion is especially imperative given the additional barriers parent-faculty have experienced through the COVID-19 pandemic, including the status of childcare, daycares, and schools. This talk will feature shared personal experiences from the lens of a female faculty-new parent, with the following aims: 1) to address how to apply personal resources and strengths to the role of parent-faculty, 2) to utilize effective teaching practices in the classroom especially applicable to the new parent, and 3) to navigate the logistics of parenthood at the institutional level. Although this presentation is targeted at the parent-faculty, in particular female faculty, this information can be useful for any instructor going through a major life transition.

INSTRUCTOR REFLEXIVITY AND POSITIONALITY IN THE CLASSROOM

Ivan Carbajal (Oregon State University)

Theoretical work on teaching classes about justice and equity have posited that for students to increase their critical consciousness about social issues, instructors should model reflexivity and positionality of their own identities. However, the use of positionality in the classroom can be a contentious topic. Whether instructors should talk about their identities or attempt to remain "neutral", or "objective" are pedagogical approaches that can affect student learning outcomes. This talk will focus on the utility of positionality as a pedagogical approach, modeling what this looks like in the classroom, and highlighting some of the advantages and

disadvantages. Additionally, the presenter will speak on how positionality changes across courses, how much is appropriate to disclose, and how positionality changes student engagement.



WPA Welcome Reception & Social Hour

Thursday, April 28

5:30 PM - 6:30 PM

Ballroom Foyer & Registration Area

WPA Social Hour & Reception

Friday, April 29

6:00 PM - 7:00 PM

Ballroom Foyer & Registration Area

THURSDAY, APRIL 28

POSTER SESSION 1

08:00 AM - 09:15 AM Exhibit Hall

DEVELOPMENTAL (GENERAL) & LIFE SPAN DEVELOPMENT

- THE RELATIONSHIP BETWEEN HARDINESS, STRESS, AND MENTAL HEALTH IN COLLEGE STUDENTS WITH DISABILITIES DURING COVID-19 Hayley Weatherill, Kevin Cherry, Madelynne Avila, Lila Taylor, Brandilynn Villarreal (Cal Poly Humboldt)
- PERCEPTIONS AND ATTITUDES OF CHILDHOOD VACCINATIONS AMONG LATINX & BLACK PROSPECTIVE PARENTS 1David Wakefield, 1April Taylor, 1Mandi Mettler, 2Victoria Womble, 1Celida Vasquez (1California State University, Northridge, 2California State University, Monterey Bay)
- 3. CHILDREN'S MENTAL HEALTH, SOCIAL SUPPORT, AND ACADEMICS DURING COVID-19 REMOTE LEARNING Noreen Singh, Grace Paradis (California State University, Stanislaus)
- 4. TUMBLR, TWITTER, AND TEENS: THE ROLE OF FANDOM IN ADOLESCENT GENDER IDENTITY FORMATION Madison McKay, Connor Principe (Pacific University)
- CONSTRUCTION OF A PARENTAL WORK SOCIALIZATION SCALE FOR COLLEGE STUDENTS Teru Toyokawa, Stephanie Truong (California State University, San Marcos)

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- 6. MIXED IDENTITY: EXAMINING CHRONIC CORTISOL OUTPUT, PERCEIVED STRESS, AND MENTAL HEALTH IN BIRACIAL, MULTIRACIAL, AND MONORACIAL CHILDREN 1Sydney Yi, 1Anna Parenteau, 2LillyBelle Deer, 2Nicholas Alen, 2Adam Nissen, 2Camelia Hostinar (1UC Davis, 2University of California, Davis)
- BICULTURALISM AND YOUTH SUBSTANCE USE: MEDIATION BY CONFLICT AMONG LATINX FAMILIES 1Emely Covarrubias, 1Tania Jimenez, 2Braulio Clemente, 1Rosa Toro (1California State University, Fresno, 2Fresno State)
- 8. IT HURTS SO BAD: ATTACHMENT, PAIN, AND HEALTH CARE UTILIZATION Dannelle Larsen-Rife, Youssef Harraq, Rosemary Mwithiga, Michael Guynn, Mike Bokinskie, Reetta Saeaeski, Alyssa English, Stephanie Hauck, Luis Morfin (Dixie State University)
- PARENTAL INVOLVEMENT AS A PREDICTOR OF COLLEGE ATTENDANCE AMONG YOUTH USING THE NLSY-CYA IJacey Carter, 2Madison McCue, 2Tomoe Kanaya (IClaremont Mckenna College/Student, 2Claremont McKenna College)
- 10. THE IMPACT OF COVID-19 AND VIRTUAL SCHOOLING ON STUDENT PERCEPTION OF ACADEMIC SUCCESS Deborah Banner (University of California, Los Angeles (UCLA))
- II. LATINX COLLEGE STUDENTS ACADEMIC ACHIEVEMENT: THE INFLUENCE OF FILIAL RESPONSIBILITY AND ACADEMIC SELF-EFFICACY IBraulio Clemente, 2Tania Jimenez, 2Rosa Toro (1Fresno State, 2California State University, Fresno)
- 12. PERPETUAL FOREIGNER STEREOTYPE EXPERIENCES AMONG LATINX COLLEGE STUDENTS: LINKS TO WELL-BEING AND IMPACT OF FAMILISM Rosa Toro, Sebastian Borjas (California State University, Fresno)
- 13. ACCULTURATIVE STRESS AND DISCRIMINATION ON MENTAL HEALTH OF LATINX COLLEGE STUDENTS: MODERATION BY MATERNAL AND PEER RELATIONSHIP QUALITY Tania Jimenez, Emely Covarrubias, Rosa Toro (California State University, Fresno)
- 14. WHAT IS AN ADULT?: ATTRIBUTES RATED MOST CENTRAL TO THE CONSTRUCT OF ADULTHOOD Kathleen Russell, Allie Walter, Paris Green, Yanna Weisberg, Cara Ray (Linfield University)

- 15. LONGITUDINAL RELATIONS OF PARENT-CHILD EMOTION TALK, SOCIOEMOTIONAL READINESS, AND ACADEMIC ACHIEVEMENT IN CHILDREN FROM LOW-INCOME IMMIGRANT FAMILIES Megan Chan, Qing Zhou (University of California, Berkeley)
- 16. GROWTH FOLLOWING ADVERSE CHILDHOOD EXPERIENCES: THE ROLE OF GRIT AND RESILIENCE Katherine Jamerson, MaKenzie Barnson, Holly McGrath (Saint Martin's University)
- 17. NEGATIVE EMOTIONALITY IN STUDENTS AND COMMUNITY THROUGHOUT THE COVID-19 PANDEMIC Annalisa Landes, Trevor Basil, Kathleen Preston (California State University, Fullerton)
- BODY IMAGE AND ADOLESCENT MENTAL HEALTH IN POLAND AND BULGARIA Emily Krmpotich, Martha Ramirez, Carrissa Ammons, Greg Kim-Ju (California State University, Sacramento)
- 19. INHIBITORY CONTROLAND EXTERNALIZING BEHAVIOR AMONG LOW-INCOME, PRESCHOOL-AGED CHINESE AMERICAN AND MEXICAN AMERICAN CHILDREN Darren Chau, Ezra Mauer, Qing Zhou (University of California, Berkeley)
- 20. PHYSIOLOGICAL AROUSAL AND SELF-REGULATION IN PRE-SCHOOL AGE CHILDREN IN A DELAY OF GRATIFICATION TASK Lauren Yen, Allison Lo, Daniel Choe (University of California, Davis)
- 21. SCARS TO YOUR BEAUTIFUL: THE IMPACT OF ADVERSE CHILDHOOD EXPERIENCES IN ADULTHOOD Zoe Rivera, Yasmine Velez, Amy Hernandez, Erika Coreas, Alexandrianna De la Cerda, Amy Moton, Yuliana Garcia, Julia Tang (Mount Saint Mary's University, Los Angeles)
- 22. CULTURAL PATTERNS IN NONVERBAL COLLABORATION AMONG MEXICAN INDIGENOUS AND MEXICAN MIDDLE-CLASS CHILDREN Maricela Correa-Chavez (California State University, Long Beach)
- 23. PARENTAL TALK IN CHILDREN'S MUSEUMS IN MEXICO AND THE UNITED STATES Illiana Benitez, 2Zoe Liberman, 1Laura Shneidman (1Pacific Lutheran University, 2University of California, Santa Barbara)
- 24. DEVELOPMENTAL ORIGINS OF ADDICTION: THE ASSOCIATION BETWEEN UNPREDICTABILITY IN CHILDHOOD AND SUBSTANCE USE IN ADOLESCENCE 1Megan Hoffman, 2Elysia Davis, 3Curt Sandman, 1Laura Glynn (1Chapman University, 2University of Denver, 3University of California, Irvine)

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- 25. RETROSPECTIVE SELF-REPORTS OF PARENTAL MONITORING Madison Reyna (California State University, Dominguez Hills)
- 26. POSITIVE REFRAMING MEDIATES THE RELATIONSHIP BETWEEN PRAYER TYPES AND WELL-BEING AMONG UNDERGRADUATE STUDENTS Miranda Poulson, Benita Ikezue, Angill Oliva, Paavani Lella, John Perez (University of San Francisco, San Francisco)
- 27. EDUCATION MODERATES THE RELATIONSHIP BETWEEN AGE AND PAIN IN OLDER ADULTS WITH FIBROMYALGIA Caitlin Gower, Denisse Ramirez, Esmeralda Torres, Ryan Lefever, Tim Morton, Jennifer Trevitt (California State University, Fullerton)
- EXAMINING THE EFFECT OF CHILDHOOD RISK FACTORS FOR LATER BINGE-EATING BEHAVIORS Frances Lauten, Cherish Wilson, Melanie Carniglia, Natalie Wong, Melissa Hagan, Sarah Holley (San Francisco State University)
- 29. ASSOCIATIONS BETWEEN FIRST-TIME FATHERS' MENTAL HEALTH SYMPTOMS ACROSS THE TRANSITION TO PARENTHOOD AND POSTPARTUM SLEEP QUALITY Bich Van Truong, Sofia Cardenas, Darby Saxbe (University of Southern California)
- 30. THE RELATIONSHIP BETWEEN SENSE OF CONTROL AND CHILDHOOD TRAUMA: A MIDUS STUDY Monica Stephens, Sarah Fabian, Caitlin Gower, Laura Zettel-Watson, Jennifer Trevitt, Barbara Cherry (California State University, Fullerton)
- 31. TRAJECTORIES OF CALLOUS-UNEMOTIONAL TRAITS AFTER FIRST ARREST Alyssa Briones, Caroline Albert, Dannah Elhaj, Emma Rodgers, Jordan Beardslee, Elizabeth Cauffman (University of California, Irvine) (Award Winner)
- 32. WHEN THE RATIO IS NOT GOLDEN: THE PRENATAL MATERNAL CORTISOL-TO-DHEA RATIO PREDICTS INFANTTEMPERAMENT 1Natasha Bailey, 2Curt Sandman, 1Laura Glynn (1Chapman University, 2University of California, Irvine)
- 33. THE QUIC-5 AND QUIC-SP-5: VALID MEASURES OF CHILDHOOD UNPREDICTABILITY iNatasha Lindert, iMegan Maxwell, 2Elysia Davis, 3Risbrough Victoria, 3Dewleen Baker, iLaura Glynn (iChapman University, 2University of Denver, 3University of California, San Diego) (Award Winner)

- 34. HEALTH AND DEMOGRAPHIC PREDICTORS OF LONGITUDINAL CHANGE IN WORKING MEMORY PERFORMANCE Robert Kennison, Luis Santos Gomez, Elisa Campos, Michael Santos, Man Yuet, Angie Chou, Alicia Deyta, Ulas Sarisoy (California State University, Los Angeles)
- 35. MIDLIFE CRISIS: REALITY, MYTH, OR WHITE PRIVILEGE? T.L. Brink, Victoria Karalun (Crafton Hills College)
- 36. VIDEO GAME PLAY AND ASSOCIATIONS WITH IMPULSIVITY IN ADOLESCENCE AND ADULTHOOD 1Fady Lawrence, 2Thomas Lee, 2Dina Bach, 1Seunghyeon Lee, 1Faredun Dungore, 1Shandell Pahlen, 2Robin Corley, 2Naomi Friedman, 1Chandra Reynolds (1University of California, Riverside, 2University of Colorado Boulder)
- 37. ADULT CHILDREN'S PERCEIVED ABILITIES AND CHALLENGES IN MONITORING THEIR OLDER PARENTS' HEALTH AND SOCIAL ISSUES Noriko Toyokawa, Shannon O'Grady (Southern Oregon University)
- 38. TRANSITION TO FATHERHOOD: THE PERSPECTIVE OF FIRST-TIME FATHERS PARTICIPATING IN THE HOME VISITING PROGRAM Michelle Bukkhegyi, Andrea Johnson, Maika Jacoba, Clarity Brown, Sandina Begic (Boise State University)
- 39. POST-SECONDARY OUTCOMES OF CHILDREN WHO RECEIVED SPECIAL EDUCATION SERVICES ACROSS TWO TIME POINTS 1 Tomoe Kanaya, 2 Jacey Carter, 1 Madison McCue (1 Claremont McKenna College, 2 Claremont Mckenna College/Student)
- 40. THE RELATIONSHIP OF SOCIAL ISOLATION AND LONELINESS AND THE POTENTIAL MODERATING ROLE OF EXTRAVERSION AMONG OLDER ADULTS DURING THE COVID-19 PANDEMIC 1Isabella Davis, 2Federica Klaus, 2Avery Quynh, 2Rosa Montoya, 2Ashley Sutherland, 1Alan De La Cruz, 2Divya Selvam, 2Alyssa Arnold, 3Jessica Carrasco, 2Elizabeth Peek, 2Lisa Eyler (1San Diego State University, 2University of California, San Diego, 3San Diego State University/ University of California, San Diego)
- 41. SEX DIFFERENCES IN POST-CONCUSSIVE SYMPTOMS IN OLDER ADULTS WITH HISTORY OF MILD TRAUMATIC BRAIN INJURY 1Daphne Vega, 2Michael Thomas, 2Cody Witten, 2Victoria Merritt, 2Amy Jak (1San Diego State University, 2University of San Diego)

- 42. ASSOCIATIONS BETWEEN CHRONOTYPE AND SLEEP HYGIENE IN CHILDREN Emma Tussey, Madisen Hillebrant-Openshaw, Maria Wong (Idaho State University)
- 43. PRENATAL MOOD VARIABILITY PREDICTS INFANT TEMPERAMENT 1Andres Salgado, 2Curt Sandman, 1Laura Glynn (1Chapman University, 2University of California, Irvine)
- 44. POSITIVE EARLY CHILDHOOD MEMORIES AS A BUFFER AGAINST EFFECTS OF CHILDHOOD MALTREATMENT ON ADULT SELF-WORTH Kaela Farrise, Melissa Hagan, Laura Lu, Sarah Holley (San Francisco State University)
- 45. POTENTIAL EFFECT OF MOTHERS' OCCUPATIONAL SHARED AGENCY ON OCCUPATIONAL GOAL STRESS: THE MEDIATING ROLE OF SELECTIVE SECONDARY CONTROL STRATEGIES Ha Bui, Abigail Nguyen, William de Melo, Esther Chang (Soka University of America)
- 46. INITIATIVE IN HOUSEHOLD WORK AMONG MEXICAN-HERITAGE 3RD GRADERS 1Angelica Lopez-Fraire, 2Maricela Correa-Chavez (1California State University, Dominguez Hills, 2California State University, Long Beach)
- 47. THE CONTINUUM OF CONDUCT PROBLEMS IN DEVELOPING CHILDREN AND ADOLESCENTS Yuliana Fernandez (California State University, Fullerton)
- 48. INTERNAL LOCUS OF CONTROL AND ATTITUDE PREDICTING COGNITION ACROSS LIFESPAN Ashton Scherrer, Juan Gonzalez, Dumichel Harley, Sadie Shin, Victoria Guinn, Rowena Gomez (Palo Alto University)
- 49. EXAMINING THE RELATIONSHIP BETWEEN PHYSICAL ACTIVITY AND COGNITIVE FUNCTION IN OLDER ADULTS 1Kelly Cotter, 2Danielle Rojas, 1Lauren M Van Till, 1Christa McDiffett, 1Arika Harrison, 1Genna M. Mashinchi, 1Gary Williams, 1Dawn Strongin (1California State University, Stanislaus, 2Stanislaus State University)

SYMPOSIUM

08:00 AM - 09:30 AM Salon B/C | CE Available

WORKING AT THE INTERSECTIONS: GUIDELINES FOR CLINICAL PRACTICE WITH SPECIFIC LGBTQ+ POPULATIONS

Chair: Elizabeth McConnell (Palo Alto University)

The American Psychological Association provides overarching guidelines for practice with both sexual minority (APA, 2021) and gender minority (APA, 2015) clients. Both sets of guidelines highlight the importance of intersectionality theory (Crenshaw, 1989) in helping psychologists attend to the ways clients' sexual and gender identities interact with their other cultural identities and acknowledge the interrelationships between systems of oppression. In this symposium, we provide an overview of cultural considerations and key research findings about working with specific LGBTQ+ populations based on a review of the literature and clinical case experience. Individual presentations will address overall considerations for incorporating intersectionality into clinical work, training, and supervision with LGBTQ+ people (Presentation One) as well as the specific experiences of LGBTQ+ people who are Black/African-American (Presentation Two), Asian American or Pacific Islander (Presentation Three), youth (Presentation Four), and unhoused (Presentation Five).

INTEGRATING INTERSECTIONALITY INTO TRAINING, SUPERVISION, AND CLINICAL PRACTICE WITH LGBTQ+ INDIVIDUALS Liz McConnell, Kaela Joseph, Michael Richards (Palo Alto University)

CLINICAL CONSIDERATIONS FOR WORKING WITH BLACK/AFRICAN-AMERICAN LGBTQ+ INDIVIDUALS Sylvia (Chika) Ofodu, Seja Saddy, Liz McConnell (Palo Alto University)

CLINICAL CONSIDERATIONS FOR WORKING WITH
ASIAN AMERICAN AND PACIFIC ISLANDER (AAPI) LGBTQ+
INDIVIDUALS Mariel Alano, Katrina Maple, Liz McConnell (Palo Alto University)

CLINICAL CONSIDERATIONS FOR WORKING WITH LGBTQ+ YOUTH Emily Wojcik, Hailey Torrers, Katrina Maple, Seja Saddy, Liz McConnell (Palo Alto University)

CLINICAL CONSIDERATIONS AT THE INTERSECTION OF LGBTQ+ AND HOMELESSNESS Jamie Kerby, Hailey Torres, Liz McConnell (Palo Alto University)

DISTINGUISHED SPEAKER

08:30 AM - 09:30 AM Salon E | CE Available

UNDERSTANDING (NON-) RELIGIOUS DIVERSITY IN SCIENCE AND THE ROLE OF BELONGING WITHIN THE CULTURE OF SCIENCE

Carola Leicht (University of Kent)

Chair: Amber Gaffney (Cal Poly Humboldt)

Research shows that scientists tend to be less religious than the general population, and scientists' affiliation and religious participation has declined over time (Ecklund & Park, 2009; Ecklund, Park, & Veliz, 2008). Given these demographic differences between scientists and the general population, our research tests to what extent this is due to the idea that (a) regardless of religious identity, religious scientists are viewed as counter-stereotypical combination of social identities or (b) that religious participants would see conflict between science and religion. However, we find that this is not the case. While atheists consistently perceive religious scientists as being more counter-stereotypical than atheist scientists, religious participants do not report this. Moreover, religious participants tend to see compatibility between science and religion. The discrepancy between religious participants' perception and their underrepresentation in STEMM careers suggests that there may be other barriers to their engagement with science. We therefore explored to what extent these barriers may be linked to religious participants perceptions of belongingness within the culture of science. We discuss implication of this research for efforts to increase diversity in science.

Biography:

Carola is a Reader in Organisational Behaviour. Her research interests include how organisations, groups and individuals react to and use social diversity within their workforce and takes into account how workplace decisions, perceptions and judgements are affected by social psychological processes (e.g. stereotypes, implicit and explicit biases and social cognition) and are embedded in wider cultural contexts (e.g. diversity, power, roles and inequality). Carola applies this to a number of research areas such as women and minorities in leadership or the homogenous representations of organisations and professions (e.g. higher education or religion).

PAPER SESSION

08:30 AM - 09:30 AM Salon A

STRESS

Chair: M. Todd Allen (University of Northern Colorado)

08:30 ACUTE STRESS SCALE

Madeleine Mendoza, Tori Togashi, Elissa Giang, Richard Hartman (Loma Linda University)

08:45 HOW ARE WORRY AND AVOIDANCE RELATED? IMPLICATIONS FOR PTSD.

M. Todd Allen, University of Northern Colorado

09:00 A META-ANALYSIS OF THE LITERATURE ON THE IMPACT OF PROBLEM SOLVING ON INTERNALIZING PROBLEMS

Colin Mahler, Maya Boustani, Nicholas J. Rockwood, Shayna Greenberg, Erica Mazzone, Diane Marin, Chalita Antommarchi (Loma Linda University)

09:15 VOCAL EMOTION EXPRESSION IN MACAQUES AND HUMANS

IJay Schwartz, 2Harold Gouzoules (IWestern Oregon University, 2Emory University)

SYMPOSIUM

08:30 AM - 10:00 AM Salon I

ELECTRONICALLY SCAFFOLDED REMINISCE THERAPY REDUCES DISTRESS AMOUNG COMPLEX OLDER ADULT VETERAN COMMUNITY LIVING CENTER RESIDENTS

IJonathan Sills, IJames Mazzone,2Marc Heise, 2Mia Delgadillo, 2Megan Dwyier, 2Alexander Erickson (IVeterans Affairs Palo Alto Health Care System, 2Palo Alto University)

To enhance coping with emotional distress experienced among a cohort of Veteran Community Living Center residents with history of complex mental health issues, medical needs, and comorbid cognitive impairments, traditional reminiscence psychotherapy interventions were expanded to include the use of iPads that allowed patients to watch customized, patient specific, story-based videos that focused

on four different areas of reminisce (i.e. positive memories, cultural experiences, values, and adversarial growth). This symposium will include three presentations. The first presentation will provide an overview of the process as to how features of freely available iPad applications can be utilized to create scaffolded patient salient reminisce video narratives. The second presentation will describe and review data showing how patient subjective distress ratings reduced following the watching of reminiscence videos. The third presentation will describe and review data showing how provider observable behavioral symptoms of patient distress reduced following patients watching of reminiscence videos.

UNDERSTANDING AND DEVELOPING A PROCESS TO UTILIZE DIGITAL REMINISCE TO TREAT COMPLEX GEROPSYCHATRIC CONDITIONS 1Mia Delgadillo, 1James Mazzone, 1Jonathan Sills, 1Marc Heise, 1Megan Dwyier, 2Alex Erickson (1Veterans Affairs Palo Alto Health Care System, 2Palo Alto University)

VIEWING OF CUSTOMIZED REMINISCENCE VIDEOS REDUCES SELF-REPORTED DISTRESS AMOUNG A COMPLEX VETERAN COHORT Marc Heise, Jonathan Sills, James Mazzone, Megan Dwyier, Mia Delgadillo, 2Alex Erickson (1Veterans Affairs Palo Alto Health Care System, Palo Alto University)

WATCHING INDIVIDUALLY CURATED REMINISCENCE VIDEOS REDUCES OBSERVED DISTRESS AMONG VETERANS WITH MULTIPLE CLINICAL DIAGNOSES 1Megan Dwyier, 1James Mazzone, 1Jonathan Sills, 1Mia Delgadillo, 1Marc Heise, 2Alex Erickson (1Veterans Affairs Palo Alto Health Care System, 2Palo Alto University)

Discussant 1: James Mazzone, Ph.D., VA Palo Alto Health Care System

Discussant 2: Jonathan Sills, Ph.D., VA Palo Alto Health Care System

DISTINGUISHED SPEAKER

09:30 AM - 10:30 AM Salon F | CE Available

UNDERSTANDING AND OVERCOMING THE DRAGONS OF INACTION

Robert Gifford (Department of Psychology and School of Environmental Studies, University of Victoria)

Chair: Brittany Bloodhart (California State University, San Bernardino)

Most people are very aware that climate change, sustainability, and the environment

need urgent attention. Many of us are doing something about this, but most of us are not doing as much as we could be doing. Why is that? The theory of behavioral choice, with the dragons of inaction at its core, provides a description and explanation for this mismatch between positive attitudes, good intentions...and our all-too-common failure to follow through. Fortunately, seven solutions to this dilemma exist...and the mules and honeybees among us are helping.

Biography:

Robert Gifford was recently elected a Fellow of the Royal Society of Canada. As an environmental psychologist who is Professor of Psychology and Environmental Studies at the University of Victoria, he is also a Fellow of the American Psychological Association, the Canadian Psychological Association, the Association for Psychological Science, the International Association of Applied Psychology, and has received a Career Award from the Environmental Design Research Association. Professor Gifford is the author of about 150 refereed publications and book chapters and five editions of Environmental Psychology: Principles and Practice. His 2016 book (as editor) is Research Methods for Environmental Psychology. He was the Chief Editor of the Journal of Environmental Psychology for 14 years, and has served as President of the Environmental Psychology division of the International Association of Applied Psychology, the American Psychological Association's Population and Environment Division, and the Canadian Psychological Association's environmental psychology section.

POSTER SESSION 2

09:30 AM - 10:45 AM Exhibit Hall

CLINICAL, COUNSELING, DEPRESSION & PSYCHOPHARMACOLOGY

- THE ASSOCIATION BETWEEN THE INVALIDATING ENVIRONMENT EXPOSURE, REJECTION SENSITIVITY AND BORDERLINE PERSONALITY TRAITS Harrison Pope, Jamie Bedics, Emma Hooper (California Lutheran University)
- 2. DIALECTICAL BEHAVIORAL THERAPY FOR A CULTURALLY DIVERSE POPULATION: EFFICACY OF DBT FOR LATINX COMMUNITIES, A SYSTEMATIC REVIEW Jazmine Mauricio (California Lutheran University)

- A FEW MINUTES OF LOVING-KINDNESS MEDITATION REDUCE LONELINESS AND FOSTER POSITIVE EMOTIONS Lara H Nassar (University of San Francisco)
- 4. THE RELATIONSHIP BETWEEN ADVERSE CHILDHOOD EXPERIENCES AND ANTISOCIAL PERSONALITY CHARACTERISTICS IN WOMEN WHO HAVE COMMITTED SEXUAL OFFENSES Katherine Russeau, Dawn Pflugradt, Brad Allen (Wisconsin School of Professional Psychology)
- LIVED EXPERIENCES OF INFORMAL DEMENTIA CAREGIVERS DURING THE COVID-19 PANDEMIC 1Rachel Chistyakov, 2Noah Hass-Cohen (1Alliant International University CSPP, 2Alliant International University, Los Angeles)
- 6. COMPLETION OF EVIDENCE-BASED PSYCHOTHERAPY FOR PTSD LEADING TO POSTTRAUMATIC GROWTH Ashley Di Meo (Pacific University)
- 7. IMPACTS OF COVID-19 ON WELLBEING AND POTENTIAL PROTECTIVE FACTORS Faerl Torres, Kaitlyn Schodt, Bruce W. Smth (University of New Mexico)
- 8. "RESILIENCE" AS DEFINED BY PEOPLE IN CHILD WELFARE 1Nick Vasquez, 2Deanna Linville, 3Saralyn Ruff, 4John Eddy (1California State Polytechnic University, Humboldt, 2University of Oregon's Center for Equity Promotion, 3University of San Francisco, 4University of Texas)
- RACIAL DIFFERENCES IN POSTTRAUMATIC COGNITIONS AMONG THE SUICIDE BEREAVED Monét Fairley, Deborah Sanchez, Lauriane Gutierrez, Jessica Kirksey, Isabella Romero, Matthew Cordova (Palo Alto University)
- 10. THE RELATIONSHIP BETWEEN COPING DURING CHILDHOOD AND RESILIENCY IN ADULTHOOD Anna Jensen, Aleksandria Grabow (California State University, San Marcos)
- II. DOES EXPOSURE TO STRESSFUL EVENTS AFFECT THE WIDTH OF ONE'S TEMPORAL WINDOW? Jordan Stifle, Patrick Johnson (California State University, Chico)
- 12. MEASURING INTERPERSONAL NEEDS AMONG ASIAN AMERICANS: ASSESSMENT OF RELIGIOSITY AND EMPLOYMENT STATUS AS POTENTIAL PROTECTIVE FACTORS Emi Ichimura, Joel Jin (Seattle Pacific University)

- 13. HOW DOES JOB-LOSS RELATED GRIEF PRESENT AND HOW CAN COUNSELORS HELP? A LITERATURE REVIEW Isharath Ovington, Caitlin Dzikon (Bastyr University)
- 14. JUSTICE SYSTEM INVOLVEMENT AND MENTAL HEALTH SYMPTOMS AMONG HOMELESS PERSONS Lily Mkhitarian, Cary Mitchell (Pepperdine University)
- 15. THE EFFECTS OF MEDIA ON SOCIAL PERCEPTIONS OF TOURETTE SYNDROME Benjamin Nash, Anchal Malhotra, Simant Baral, Seonaid Anderson, Matthew Capriotti (San Jose State University, Neuro-Diverse)
- 16. THE EFFECTS OF PHYSICAL HEALTH CONDITIONS ON DEPRESSIVE SCORES ¡Juliana Sikorski, ¿Julia Payne, ¿Steven Pirutinsky, ¾Jiaqi Zhou (¡Lafayette College, ¿New York University, Center for Anxiety, ¾Touro College, Center for Anxiety)
- 17. VALIDATING TRAUMA MEASURE IN COMMUNITY MENTAL HEALTH FOR LOW INCOME URBAN COMMUNITIES Jailene Mazariegos, Tomas Martinez (Pepperdine University)
- 18. TREATING ADULTS WITH COMPLEX TRAUMA: THE EFFICACY OF ACCELERATED EXPERIENTIAL DYNAMIC PSYCHOTHERAPY Bridget Huston (Wright Institute)
- EXECUTIVE FUNCTIONING AND MEMORY ARE WORSE IN ALZHEIMER'S DISEASE RELATIVE TO MILDLY COGNITIVELY IMPAIRED PATIENTS Isabel Munoz, Jill Razani (California State University, Northridge)
- 20. SUPPORT AND ATTACHMENT ANXIETY PREDICT SPOUSES' EMOTIONAL EXPRESSION DURING A SUPPORT DISCUSSION Michelle Korlacka, Rebecca Cobb (Simon Fraser University)
- 21. FIRST-GENERATION COLLEGIATES' MENTAL HEALTH & CAUSATION OF PSYCHOPATHOLOGY Eric Cortez, Lisa Mori (California State University, Fullerton)
- 22. DO ACES MODERATE EXPRESSIVE WRITING OUTCOMES? EXAMINING THE RELATIONSHIP BETWEEN EXPOSURE TO ADVERSE CHILDHOOD EXPERIENCES AND EXPRESSIVE WRITING OUTCOMES Nick Vasquez (California State Polytechnic University, Humboldt)

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- EFFECTS OF COVID-19 ON LATINE* COLLEGE STUDENTS' STRESS AND ANXIETY Daniella Ramirez, Emily Orozco, Lisa Mori (California State University, Fullerton)
- 24. THE USE OF SUICIDE RISK ASSESSMENT MODELS AT APA-ACCREDITED CLINICAL PSYCHOLOGY INTERNSHIP SITES IJason Woodruff, 1Tina Thach, 1Anna Feinman, 2Phillip Kleespies, 3Christopher AhnAllen, 1Bruce Bongar (1Palo Alto University, 2VA Boston Healthcare System, 3Brigham Young University)
- 25. CORRELATION BETWEEN FAMILIAL LONELINESS AND TREATMENT GAINS FOLLOWING PEERS® FOR YOUNG ADULTS Phoebe Josephson, Christine Moody, Daliah Baertschi, Juliette Lerner, Elizabeth Laugeson (University of California, Los Angeles)
- 26. SOCIAL SKILLS TRAINING OUTCOMES IN COMORBID ADHD AND AUTISM SPECTRUM DISORDER 1Zoe Geannopoulos, 2Christine Moody, 3Elizabeth Laugeson (1David Geffen School of Medicine at UCLA, 2University of California, Los Angeles, 3University of California, Tarjan Center)
- 27. INTERGENERATIONAL TRANSMISSION OF PARENTING STYLES TO SONS Alexandra Lawall, Jane Tram, Nandita Kumar (Pacific University)
- PSYCHOSIS PREDICTS WORSE COGNITIVE PERFORMANCE IN PARKINSON'S DISEASE Carmen Uribe, Yenny Valenzuela, Jacob Jones, Maria Santos (California State University, San Bernardino)
- 29. 3-2-I PROCESS: AN EXPERIMENTAL GRUDGE-REDUCTION AND FORGIVENESS ENHANCEMENT COUNSELING TREATMENT Kati Cooke, Pit Kolodinsky (Northern Arizona University)
- 30. THE DELIVERY OF A CULTURALLY RESPONSIVE COLLEGE ACCESS PROGRAM DURING THE COVID-19 PANDEMIC: CHALLENGES AND LESSONS LEARNED Christine Yeh, Carrianne Mei, Samantha Stanley, Crystal Ramirez (University of San Francisco)
- 31. THE ACCEPTANCE OF MENTAL HEALTH PRACTICES AMONG AGE GROUPS Alexandra Gutierrez (University of La Verne)
- SOMATIC SYMPTOM PRESENTATION OF DEPRESSION IN CHINESE POPULATIONS Jennifer Kung, Lisa Liu (Alliant International University, Los Angeles, School of Professional Psycholog)

- 33. THE INFLUENCE OF DEPRESSIVE SYMPTOMS ON FEELINGS OF HOPE IN SCHIZOPHRENIA Krithika Sivaramakrishnan, Dorthy Schmidt, Brittany Heuchert, Lorin Lachs (California State University, Fresno)
- 34. INVESTIGATING DEPRESSED MOOD RESPONSES TO SOCIAL EVALUATION IN ADOLESCENT GIRLS AT HIGH AND LOW RISK FOR DEPRESSION Matthew Figueroa, Lydia Roos, Stassja Sichko, Theresa Bui, George M. Slavich (University of California, Los Angeles)
- DEPRESSION AND ANXIETY MEDIATE THE RELATIONSHIP BETWEEN LONELINESS AND SLEEP QUALITY Maya Fray-Witzer, Martin Seehuus (Middlebury College)
- 36. THE EFFECT OF CHILDHOOD TRAUMA ON DIURNAL CORTISOL PROFILES IN PSYCHOTIC AND NON-PSYCHOTIC MAJOR DEPRESSION 1Leilani Lucas, 2Jennifer Keller (1Palo Alto University, 2Stanford University)
- 37. TELETHERAPY FOR DEPRESSION META-ANALYSIS: SUBGROUP ANALYSIS OF SITE VS HOME TELETHERAPY Cynthia Rubio Justiz, Abigail Driggers, William Davis, Annaleis Giovanetti, Stephanie Punt, Brendon Elliott, Haley Hart, Stephen Ilardi (University of Kansas)
- 38. PREDICTING QUALITY OF LIFE FROM ANGER William Davis, Abigail Driggers, Cynthia Rubio Justiz, Stephanie Punt, Brendon Elliott, Haley Hart, Annaleis Giovanetti, Stephen Ilardi (University of Kansas)
- 39. EXTRAVERSION AND DEPRESSION DURING COVID-19: THE MODERATING ROLE OF SOCIAL DISTANCING 1Bryn Kable, 1Jackie Jones, Jessica Vicman, 2Thomas E. Fuller-Rowell, Stacey Doan (1Claremont Mckenna College, 2Auburn University)
- 40. THE IMPACT OF A BEHAVIORAL ACTIVATION ONLINE MICRO INTERVENTION ON MOOD AND ACTIVITY LEVEL Hilary Walker (Palo Alto University)
- 41. COVID-19 STRESSORS AND CHANGES IN DEPRESSIVE SYMPTOMS: THE MODERATING ROLE OF RESPIRATORY SINUS ARRHYTHMIA. Elena Neff, Stacey Doan, Mayela Norwood, Bryn Kable, Jackie Jones (Claremont McKenna College)

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- 42. PERCEIVED CRITICISM, INTENDED CRITICISM, AND SELF-CRITICISM AS PREDICTORS OF DEPRESSIVE SYMPTOMS AND PHYSICAL HEALTH Presley Fettig, Cailyn Fennell, Chase Love, Kai He, Darya Magidi, Kristina Post (University of La Verne)
- 43. PREDICTIVE POWER OF ANGER ON SUICIDAL IDEATION Abigail Driggers, William Davis, Cynthia Rubio Justiz, Annaleis Giovanetti, Stephanie Punt, Brendon Elliott, Haley Hart, Stephen Ilardi (University of Kansas)
- 44. DOES SELF-EFFICACY MEDIATE THE RELATIONSHIP BETWEEN DISEASE IMPACT AND DEPRESSION AMONG PEOPLE WITH FIBROMYALGIA? Kalila Wash, Angelina Van Dyne, Taylor Skow, Terry Cronan (San Diego State University)
- 45. STRESS, COPING, AND SUBSTANCE USE AMONG COLLEGE STUDENTS DURING THE COVID-19 PANDEMIC Eli Goldstein (University of Puget Sound)
- 46. ADVERSE CHILDHOOD EXPERIENCES AND COMPLEX PTSD: A THEORETICAL MODEL EXPLORING PSYCHEDELIC DRUGS AS A THERAPEUTIC TREATMENT Abby Corpuz (Whitman College)
- 47. A QUANTITATIVE CONTENT ANALYSIS OF REDDIT'S PSYCHEDELIC MICRODOSING COMMUNITY Kassandra Miura, Andrew Lac, Marisa Muhonen, Keara Werth (University of Colorado, Colorado Springs)
- 48. THE INFLUENCE OF SUCROSE CONSUMPTION ON THE ACQUISITION AND EXPRESSION OF MORPHINE CONDITIONED PLACE PREFERENCES (CPP) Shareeta Senthithasan, Isabel Berger, Stephanie Wolff, Lee Bakner (Linfield University)
- 49. PRETREATMENT OF LIRAGLUTIDE ATTENUATES THE ACQUISITION OF METHAMPHETAMINE PREFERENCE IN ADOLESCENT RATS Faiyaz Fmerjee, Arturo Zavala (California State University, Long Beach)
- 50. THE ROLE OF 5-HT1B RECEPTORS IN ATTENUATING THE ACQUISITION OF METHAMPHETAMINE REWARD IN ADOLESCENT RATS 1Tiffany Gonzalez-Gutierrez, 1Diana Pham, 1Ryan Cabrera, 1Brendan Coyne, 2Nathan Pentkowski, 1Arturo Zavala (1California State University, Long Beach, 2University of New Mexico)

SYMPOSIUM

10:00 AM - 11:00 AM Salon B/C | CE Available

CULTURAL INFLUENCES ON EXPERIENCES OF AND INTERVENTIONS FOR GENDER-BASED VIOLENCE

¹Courtney Ahrens, ²Lyric Russo, ³Emily Dworkin (¹California State University, Long Beach, ²University of California, Irvine, ³University of Washington)

Gender-based violence affects women from all cultural backgrounds, but research on gender-based violence rarely includes a cultural lens. To further our understanding of how culture affects survivors' experiences, the current symposium examines: 1) the role of discrimination in exacerbating mental health outcomes among Latina mothers with a history of childhood abuse; 2) ethnic differences in medical help-seeking and disclosure among Mexican, Korean, Vietnamese, and European-heritage survivors of intimate partner violence in the US; and 3) the process of creating a culturally responsive intervention for sexual assault survivors and their supporters. Taken together, these presentations add to our understanding of how experiences of child abuse, sexual assault, and intimate partner violence are affected by cultural values and experiences of discrimination. They also highlight the importance of creating intersectional, culturally-responsive interventions that build upon cultural strengths and beliefs to help survivors recover from these forms of abuse.

TRAUMAS DEL PASADO: MATERNAL CHILD ABUSE AND DISCRIMINATION EXPOSURE INTERACTS TO PREDICT HIGHER LEVELS OF MENTAL HEALTH SYMPTOMS IN LATINX MOTHERS AND YOUTH OVER TIME 1Lyric N. Russo, IJose Arreola, INancy Guerra, IJessica Borelli, 2Gloria Montiel, 2Gina Torres, 2Francisca Leal (1University of California, Irvine, 2Latino Health Access)

EXPLORING ETHNIC DIFFERENCES IN MEDICAL HELP-SEEKING AMONG IPV SURVIVORS Courtney Ahrens, Olivia Backley (California State University, Long Beach)

CAN "ONE SIZE FITS ALL" STILL BE INCLUSIVE? DEVELOPING A POSTTRAUMA INTERVENTION TO MAXIMIZE INTERSECTIONAL CULTURAL RESPONSIVENESS 1Emily R. Dworkin, 2Natalia Garcia, 3Isha Metzger, 4Natalie Watson-Wingleton, 5Soo Jeong Youn, 6Josef Ruzek, 6Matthew Cordova (1University of Washington, 2Seattle VA Medical Center, 3Georgia State University, 4Spelman University, 5Massachusetts General Hospital, 6Palo Alto University)

Convention Program 2022

PAPER SESSION

10:00 AM - 11:00 AM Salon D

PRIVILEDGE AND RACIAL DISPARITIES

Chair: Jenelle Shanley (Pacific University)

10:00 RACIAL DISPARITIES IN THE AMERICAN CRIMINAL JUSTICE SYSTEM

Camryn Mitchell (California Baptist University)

10:15 A PRIVILEGED PERSPECTIVE: HOW PERSPECTIVE-TAKING AND INTELLECTUAL HUMILITY INFLUENCE PRIVILEGE AWARENESS Haley Bock (Western Washington University)

10:30 DOES ACCEPTING NEGATIVE EMOTIONS INCREASE THE DEGREE TO WHICH PEOPLE ACKNOWLEDGE SYSTEMIC RACISM? Birgit Koopmann-Holm, Kara Murray, Ayah Hilali (Santa Clara University)

10:45 TO LEARN OR TO PERFORM: OVERCOMING THE HURDLES OF INTERRACIAL INTERACTION DYNAMICS

Jasmine Welaye (Western Washington University)

SYMPOSIUM

10:30 AM - 11:30 AM Salon I | CE Available

QUANTITATIVE ELECTROENCEPHALOGRAPHY (QEEG) IN THE DIAGNOSIS AND FOLLOWUP/RECOVERY OF MILD TRAUMATIC BRAIN INJURY

Chair: Larry Stevens (Northern Arizona University)

These symposium presentations describe early outcomes of a funded investigation, in part, of Quantitative ElectroEncephaloGraphy (QEEG) compared with standard concussion protocols for the diagnosis and followup progression/recovery of Concussion/mTBI. These research outcomes follow a cohort of mTBI and neurotypical participants through progressive QEEG assessments and report on multiple EEG frequency Spectral Power and neurological Connectivity measures across these timepoints and compared with controls. Findings are discussed with regard to the significance of increased slow wave activity and impaired connectivity pathways as a result of mTBI, as well as the contributions of QEEG as a more "hard" neurological measure of brain injury following concussion.

QEEG POWER, COHERENCE, AND PHASE LAG MEASURES OF MILD TRAUMATIC BRAIN INJURY Jared Carmichael

ACUTE AND 1-WEEK POST-INJURY QEEG MEASURES OF CONCUSSION/MTBI Genesys Mederos (Northern Arizona University)

QEEG COMPARISONS OF CONCUSSION FROM ACUTE INJURY TO 3 AND 6 WEEKS POST-INJURY Rogelio Hueso Martinez, Miracle Macias (Northern Arizona University)

Discussant 1: Larry Stevens, Northern Arizona University

DISTINGUISHED SPEAKER

10:30 AM - 11:30 AM Salon E | CE Available

OPEN SCIENCE; CLOSED DOORS?: REFLECTIONS ON CHALLENGES AND OPPORTUNITIES IN THE PRESENT MOVEMENT FOR OPEN SCIENCE

Jaclyn Siegel (San Diego State University)

Chair: Stephanie Souter (Cal Poly Humboldt)

Over the last decade, scholars have called for a paradigm shift toward transparent and open scholarship. The resulting collection of practices conducted in accordance with this objective is typically referred to as "open science." The push for open science has benefitted the field in innumerable ways, from enhancing clarity in the research process to improving the accessibility of scholarship, and open science is regarded as so important that some journals award badges for its use. However, several practices within open science are not consistent with certain epistemological frameworks, and there are not yet guidelines for conducting certain types of research (e.g., qualitative research, arts-based research, work with vulnerable populations) within an open science framework. Further, running parallel to the movement for open science has been an uptick in aggression and bullying, usually of early career researchers, women, people of color, and individuals who sit at the intersections of these and other vulnerable identities within academia. In this talk, I review the challenges and opportunities that open science poses for the field of psychology, and provide suggestions for creating an open science movement that is inclusive and safe for all.

Convention Program 2022

Biography:

Dr. Jaclyn Siegel (she/her/hers) is a feminist social psychologist and postdoctoral research scholar in the Body Image, Sexuality, and Health Lab at San Diego State University. She received her Ph.D. from the University of Western Ontario in 2021. Dr. Siegel recently served as lead editor for a special issue of Psychology of Women Quarterly, which focused on challenges and opportunities at the intersection of feminist psychology and open science. Dr. Siegel's research sits at the intersection of gender, sexuality, bodies, and social justice. Her work spans topics such as eating disorders, sexual and self-objectification, weight stigma, sexual desire, and feminist identity. She presently sits on the editorial boards of Psychology of Women Quarterly and Sex Roles. She also loves hiking, yoga, and musical theatre.

DISTINGUISHED SPEAKER

10:30 AM - 11:30 AM Mount Hood | CE Available

SANITIZING HISTORY: ERASING AND DEHUMANIZING NATIVES TO PROTECT NATIONAL IDENTITY

Arianne Eason (University of California, Berkeley)

Chair: Amber Gaffney (Cal Poly Humboldt)

Our current social lives are full of people in need and polarized opinions. Sounds like a job for perspective taking! Or perhaps not: Recent research has challenged the previously presumed powers of perspective taking. In lab studies, a careful look at a long-used perspective-taking manipulation shows no effect on empathic concern. Studies manipulating perspectives across inter-group divides sometimes find perspective taking increases – rather than shrinks – the distance between in- and outgroup members. And a set of accounts of spontaneous perspective taking reveal little to do with empathic concern or conciliation, and instead reflect more curiosity and confusion. However, this last finding may hold a clue to perspective taking may require realizing not just that two people have different viewpoints, but also realizing how those two viewpoints can exist on the same map.

Biography:

Arianne E. Eason is an Assistant Professor of Psychology at the University of California, Berkeley. Her research explores how inequality and bias in our cultural

world (i.e., the omission of contemporary representations of Native Americans or the presence of neighborhood segregation) shapes intergroup relations and prejudice across development.

POSTER SESSION 3

11:00 AM - 12:15 PM Exhibit Hall

I/O, HUMOR, & EVAL/MEASUREMENT

- ROMANTIC PARTNERSHIPS AND PERCEIVED RELATIONSHIP EQUITY, CONFLICT, SATISFACTION, AND LONGEVITY AMONG COLLEGE STUDENTS Lee Zipprich, Heide Island, Charlotte Pursley (Pacific University)
- THE PANDEMIC'S IMPACT ON ESSENTIAL WORKERS' MORTALITY SALIENCE AND MENTAL HEALTH Jillian Munoz (California State Polytechnic University, Pomona)
- 3. MEASURING DIGITAL INTERVENTIONS FOR LEADER WELL-BEING Hayley Giffin, Madison Beard (Cisco)
- THE JOB NOTTAKEN: EFFECTS OF SELECTING VS. REJECTING ON JOB CHOICE 1Katelyn Reeves, 2Paul Price (1Fresno State, 2California State University, Fresno)
- 5. THE ROLE OF EMPATHY IN LEADERSHIP: LEADERS' PERCEPTIONS AND POSITIVE WORK BEHAVIOR 1Sam Johnson, 2Rohaan Vaswani, 2Tatum Hall, 2Hannah Doyle, 3Savannah Leslie, 2Ron Riggio (1Claremont McKenna College, Kravis Leadership Institute, 2Claremont McKenna College, 3San Diego State University)
- POLITICAL SOCIAL MEDIA POSTS ON WORKPLACE
 PRODUCTIVITY AND COWORKER ATTITUDES Victoria Jones, Paola
 Biton, Yoalli Rubio Bautista, Emmalyn Morgan, Ariana Garcia, Andrew Shelton
 (Azusa Pacific University)
- SUPPORTIVE PERFORMANCE FEEDBACK IN A VIRTUAL ENVIRONMENT Bria Trejo, Jaydon Landeros, Aundia Dianat, John Dulay (California State University, Long Beach)
- 8. SELF-DEFEATING HUMOR AND NEGATIVE EMOTIONALITY Brittany Kester (Irvine Valley College)

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- PSYCHOMETRIC PROPERTIES OF SHORT-FORM COGNITIVE MEASURES IN A UNIVERSITY-REFERRED CLINIC SAMPLE Jordan Nenni, Gary Katz (California State University, Northridge)
- 10. TOWARD UNDERSTANDING PROCESSES OF SERVICE ENGAGEMENT AMONG LATINXS WITH SERIOUS MENTAL ILLNESS: EXAMINING THE PSYCHOMETRICS OF THE COMBINED ASSESSMENT OF PSYCHIATRIC ENVIRONMENTS Berenice Rosas, Maria Santos (California State University, San Bernardino)
- II. AN ANALYSIS OF CHARACTER STRONG'S PURPOSEFUL PEOPLE PROGRAM COMPONENTS Arcelia Madrigal, Melody Marlow, Alivia Barglof, Susan Ruby, Kathleen Waldron-Soler (Eastern Washington University)
- 12. EVALUATING THE VALIDITY OF THE COLUMBIA-SUICIDE SEVERITY RATING SCALE FOR LONELY OLDER ADULTS ¡Jacqueline Mai, ¡Emily Bower, 2Kimberly Van Orden (¡Pacific University, 2University of Rochester School of Medicine and Dentistry)
- 13. END OF MAJOR GOALASSESSMENT; ACADEMIC PROGRESS OR COGNITIVE DISSONANCE 1Stephen Schepman, 1Stephanie Stein, 2Anabelle Boley (1Central Washington University, 2Des Moines Christian School)
- 14. DEVELOPING AND VALIDATING A SCALE TO MEASURE CHAPMAN'S FIVE LOVE LANGUAGES Sabrina K. Jackson-Zambon, Shannan Field, Sharon Flicker, Channing Clemons (California State University)
- 15. TOWARD UNDERSTANDING PROCESSES OF SERVICE ENGAGEMENT AMONG LATINXS WITH SERIOUS MENTAL ILLNESS: EXAMINING THE PSYCHOMETRICS OF THE MARYLAND ASSESSMENT OF RECOVERY WITH PEOPLE WITH SERIOUS MENTAL ILLNESS Berenice Rosas, Maria Santos (California State University, San Bernardino)
- 16. RELIABILITY AND VALIDITY OF THE PHQ-8 IN FIRST-TIME MOTHERS WHO USED ASSISTED REPRODUCTIVE TECHNOLOGY 1Christina Pavlov, 2Kaitlyn Egan, 1Christine Limbers (1Baylor University, 2Peninsula Behavioral Health)

- 17. ACCURACY IN REPEATED MEASUREMENT: A QUALITATIVE ANALYSIS OF THE SCAT5 SYMPTOM EVALUATION Jaspreet Dodd, Henri Lu, Jamie Hystad, Rachel Fouladi (Simon Fraser University)
- FACTOR STRUCTURE OF THE RELIGIOUS FUNDAMENTALISM-12 SCALE 1Harley Baker, 2Brigid Wheeler (1California State University, Channel Islands, 2University of Texas, Austin)
- SAMPLING SIZE PLANNING FOR INTENSIVE LONGITUDINAL INVESTIGATIONS Shelley Blozis, Xinyi Zhang, Madeline Craft, Ziting Zhang (University of California, Davis)
- 20. A SYSTEMATIC REVIEW OF SYMPTOM CLUSTERS IDENTIFIED ON CONCUSSION SYMPTOM QUESTIONNAIRES: PCSS AND SCAT Henri Lu, Rachel Fouladi (Simon Fraser University)
- 21. INVESTIGATING IMAGINED EVENTS: DEVELOPING EPISODIC FUTURE THINKING STIMULI Megan Morillas, Elaina F. Hupe, Theo Meyer, Karl Oswald (California State University, Fresno)
- 22. MEASUREMENT INVARIANCE ON SF-36 AND SF-12 AMONG PEOPLE WITH PHYSICAL HEALTH PROBLEMS: A RESEARCH SYNTHESIS 1Fereshteh Rashed, 2Bruno D Zumbo, 1Rachel Fouladi (1Simon Fraser University, 2University of British Columbia)
- 23. WITHIN-SUBJECT MEDIATION ANALYSIS WITH MORE THAN TWO CONDITIONS: AN APPLIED EXAMPLE Alondra Cruz, Amanda Montoya (University of California, Los Angeles)
- 24. LAVA ROCKS: R PACKAGE IMPROVED ACCURACY FOR CORRELATIONS AMONG CENSORED VARIABLES Orei Odents, Kai Okagawa, Rosalba Gomez, Fitsum Ayele, Kim Barchard (University of Nevada, Las Vegas)
- 25. USING DIFFERENTIAL ITEM FUNCTIONING TO TEST MEASUREMENT BIAS BY ETHNICITY IN THE GENERALIZED GROUP ATTITUDE SCALE Brandin Ali, Kathleen Preston (California State University, Fullerton)
- 26. A REVIEW OF IRT COMMERCIAL SOFTWARE PACKAGES: DICHOTOMOUS ITEMS WITH NON-NORMALITY USING THE TWO-PARAMETER LOGISTIC MODEL Brandin Ali, Carlos Hernandez, Kathleen Preston, Netasha Pizano (California State University, Fullerton)

- 27. DEVELOPMENT OF THE WILLINGNESS TO EXPRESS VULNERABILITY IN THE WORKPLACE SCALE Madeline Berg, Julia Britt, Dave Whitney, Javier Chavez, Elyse Holman, Megan Sands (California State University, Long Beach) (Award Winner)
- 28. EXAMINING THE FACTOR STRUCTURE OF THE TRAIT META-MOOD SCALE WHILE ACCOUNTING FOR DATA POINT CENSORING Fitsum Ayele, Orei Odents, Kim Barchard (University of Nevada, Las Vegas)
- 29. ANALYSIS OF QUALITATIVE COURSE EVALUATIONS: UNDERSTANDING STUDENTS' PERSPECTIVES TO IMPROVE COLLEGE COURSES Kat Ringenbach, Brent Wilson (University of Massachusetts Global)
- 30. EXAMINING MEASUREMENT PROPERTIES OF SIMPLIFIED CHINESE VERSION OF THYPRO-39 AMONG THYROID PATIENTS IN MAINLAND CHINA Miao Tang, Rachel Fouladi (Simon Fraser University)
- 31. RESEARCH SYNTHESIS AND CROSS-LINGUAL/CULTURAL EXAMINATION OF FINDINGS OF CEILING/FLOOR EFFECTS (CFE) ON HEALTH-RELATED QUALITY OF LIFE (HRQOL) QUESTIONNAIRES
 Miao Tang, Rachel Fouladi (Simon Fraser University)
- 32. THE RELATIONSHIP BETWEEN SELF-REPORTED AND OBJECTIVE DAILY SMARTPHONE USE Emily Doffing (California State University, Long Beach)
- 33. EXAMINING THE UTILITY OF THE REY 15-ITEM RECALLAND RECOGNITION TEST CUT-OFF SCORE IN LATINX AND CAUCASIAN TRAUMATIC BRAIN INJURY SURVIVORS 1Krithika Sivaramakrishnan, 2Daniel Walter Lopez-Hernandez, 3Bethany Nordberg, 2Pavel Litvin, 4Isabel Munoz, 5Kristina Smith, 1Ellen Woo, 6David Hardy, 1Sarah Saravia, 4Jill Razani, 7Enrique Lopez, 8Tara L. Victor, 9Kyle Boone, 2Matthew Wright (1California State University, Fresno, 2Los Angeles Biomedical Research Institute, 3The

Lindquist Institute, 4California State University, Northridge, 5California State University, Dominguez Hills, 6Loyola Marymount University, 7The Lundquist Institute, 8California State University, 9Harbor-UCLA Medical Center)

SYMPOSIUM

11:15 AM - 12:15 PM Salon B/C | CE Available

COVID, IPV, AND ENGAGING INTIMATE PARTNER VIOLENCE SURVIVORS' NETWORKS: WHAT ARE SOCIAL SERVICE PROVIDERS DOING?

Chair: Krista Chronister (University of Oregon)

Since the start of the COVID-19 pandemic, reports of IPV have dramatically increased in the U.S. and around the world. This increase is largely owing to increased stressors that create risk for IPV in combination with COVID-19 mitigation strategies, and economic consequences of the pandemic (e.g., "stay at home" orders, travel restrictions, reductions in services), that keep women isolated and largely cutoff from formal support resources. Formal support resources serve a vital function in reducing harms associated with IPV. However, even before COVID-19, about 95% of IPV survivors reported turning first and most often to network members (typically family and friends) for informal support. Reliance on network members is even greater for ethnic minority and immigrant IPV survivors who experience intense shame and stigma when seeking formal help and for whom there are few culturallyinclusive services. The purpose of this symposium is to feature four research studies conducted to better understand the impact of the pandemic on women's experiences of IPV and work; how to measure social service providers' use of practices to engage survivors' support networks; what network engagement practices social service providers use and how those practices vary by agency- and provider-level factors; and what economic empowerment practices social service providers use and with what levels of confidence and training. Data were collected nationally with 104 survivors and 230 social service providers working with IPV survivors. Discussion of results will feature important implications for IPV service provision and policy as well as service provider education and training.

WOMEN'S EXPERIENCES OF IPV AND WORK DURING COVID Micah Michelle Mendoza, Krista Chronister, Kelly Lewer

MEASURING THE NETWORK ENGAGEMENT PRACTICES OF DOMESTIC VIOLENCE AGENCY SOCIAL SERVICE PROVIDERS Lisa Goodman, Krista Chronister, M. Michelle Mendoza, Ellen Gutowski, Claire G. Crowley, Nimisha Kumar (Boston College)

SOCIAL SERVICE PROVIDERS' USE OF NETWORK ENGAGEMENT PRACTICES WITH DV SURVIVORS: PROVIDER- AND AGENCY-LEVEL INFLUENCES Krista M. Chronister, Claire G. Crowley, Lisa Goodman, M. Michelle Mendoza, Ellen Gutowski, Nimisha Kumar (University of Oregon)

ECONOMIC EMPOWERMENT PROGRAMMING AND STAFF PRACTICES: A NATIONAL SURVEY OF AGENCIES SERVING SURVIVORS OF INTIMATE PARTNER ABUSE Claire G. Crowley, Krista M. Chronister, M. Michelle Mendoza, L. Goodman (University of Oregon)

Discussant 1: Julii Green, Alliant International University

DISTINGUISHED SPEAKER

11:30 AM - 12:30 PM Salon F | CE Available

UNMASKING AND ADDRESSING CULTURAL PRIVILEGING IN UNIVERSITY SETTINGS

Rebecca Covarrubias (University of California, Santa Cruz)

Chair: Desiree Ryan (University of California, Santa Cruz)

Institutions of higher education privilege the cultural capital – knowledges, skills, abilities, and lived experiences – of dominant groups. This cultural privileging renders invaluable the cultural strengths and capital of racially- and economically-minoritized students. In this talk, I will share research findings that document how institutions misrecognize the capital of minoritized students and how institutional practices can shift to affirming, bolstering, and learning from the cultural wealth of their students.

Biography:

Dr. Rebecca Covarrubias is an Associate Professor of Psychology and Faculty Director of the Collaborative Research for Equity in Action (CREA) research group at UC Santa Cruz. As a social and cultural psychologist, she examines how institutional structures perpetuate educational inequity by privileging middle-class, White ways of being and thereby undermining experiences of low-income, first-generation students of color. She then examines how to reverse these effects through culturally-informed approaches that draw attention to students' cultural strengths.

With a team of CREA student researchers and other critical partners, she works to translate these findings into actionable practices that can shift the culture of institutions.

PAPER SESSION

11:30 AM - 12:30 PM Salon A

ONLINE? ARE YOU BEING MANIPULATED?

Chair: Robert Epstein (American Institute for Behavioral Research and Technology)

11:30 THE YOUTUBE MANIPULATION EFFECT (YME): THE POWER THAT BIAS IN YOUTUBE'S UP-NEXT ALGORITHM HAS TO SHIFT VOTES AND OPINIONS, AND PRELIMINARY EVIDENCE THAT SUCH BIAS EXISTS Robert Epstein, Michelle Voillot (American Institute for Behavioral Research and Technology)

11:45 THE ANSWER BOT EFFECT (ABE): A POWERFUL NEW FORM OF INFLUENCE MADE POSSIBLE BY INTELLIGENT PERSONAL ASSISTANTS AND SEARCH ENGINES Robert Epstein, Vivian Lee (American Institute for Behavioral Research and Technology)

12:00 VIRTUAL TOOL-USE: DO TOOL-USE EFFECTS EXTEND TO VIRTUAL REALITY? Joshua Bell, Austin Snyder-Jewsbury, Zoe Doll, Kristen Macuga (Oregon State University)

12:15 HOW WE PRESERVED MORE THAN 1.5 MILLION ONLINE "EPHEMERAL EXPERIENCES" IN THE RECENT US ELECTIONS, AND WHATTHIS CONTENT REVEALED ABOUT ONLINE ELECTION BIAS Robert Epstein, Sara Bock, Lauren Peirson, Michelle Voillot, Hongyu Wang (American Institute for Behavioral Research and Technology)

SYMPOSIUM

11:45 AM - 12:30 PM Salon I

UNDERSTANDING PSYCHOPATHY: UNRAVELING THE CONSTRUCT

Chair: Anne-Marie Larsen (California Baptist University)

Psychopathy is a widely esoteric construct. Despite multiple attempts, researchers

have failed to grasp the entirety of the concept. This symposium includes four independent studies that focus on individual tenets of the Psychopathic construct. These studies aim to bridge the gaps in the literature and address the ambiguous terms and definitions associated with Psychopathy. A grounded theory design was used in the first two studies. The first study outlines the significant Psychopathic features demonstrated by female serial killers. The second study looks beyond observed antisocial conduct to explore the core features presented in recognized Psychopaths. A third study looks into the male and female perceptions of Psychopathy and how their comprehension of the construct might vary according to perceived gender roles. A final study looks to demystify the concept of "Successful Psychopathy" and presents an alternative standpoint of a "Fearless dominance Personality" that is adaptive and isolated from the traditional definition of Psychopathy.

FEMALE PSYCHOPATHY IN SERIAL MURDERERS Deja Smith (California Baptist University)

PSYCHOPATHY: UNDERSTANDING AN OLD TOPIC IN A NEW WAY Ivonne Franco (California Baptist University)

COMMUNITY PERCEPTIONS OF MALE AND FEMALE PSYCHOPATHY: AN EXPLORATION OF GENDER ROLES.

Ivonne Franco (California Baptist University)

THE FEARLESS DOMINANCE PERSONALITY Monisha Chandrashekar (California Baptist University)

Discussant 1: ANNE-MARIE LARSEN, California Baptist University

Discussant 2: MONISHA CHANDRASHEKAR, California Baptist University

SYMPOSIUM

12:00 PM - 1:30 PM Mt. Saint Helens

SPEED MENTORING WITH CLINICAL PSYCHOLOGY GRADUATE

Chair Sheila Park, Palo Alto University

Calling all undergraduate students who are considering clinical psychology graduate programs (MA, Ph.D., and PsyD). If you've ever wanted to sit down with a clinical psychology graduate student and pick their brain about graduate school, research, and clinical training, then this event is for you! Come meet Psi Chi members who are advanced clinical psychology graduate students. They will share their graduate

school experiences and answer questions in small groups of 4 to 5 undergraduate students for 10-minute intervals. After 10 minutes, students will rotate to another Psi Chi member. This format will allow for about 5 rotations so that undergraduate students can meet with several graduate students. Please note that this session is different from the Speed Mentoring sessions with faculty. If interested, feel free to attend both the graduate student and faculty sessions. Please click here to register!

Here is the registration link:

https://www.signupgenius.com/go/10coc4aa8ad2aa3fbc7o-speed1

DISTINGUISHED SPEAKER

12:30 PM - 01:30 PM Salon E | CE Available

ADVANCING DIVERSITY, SOCIAL JUSTICE, AND SUSTAINABILITY: WHAT DO THEY ALL HAVE IN COMMON?

Brittany Bloodhart (California State University, San Bernardino)

Chair: Christina Hassija (California State University, San Bernardino)

Certainly all the foci of this conference are linked to social injustice, and addressing any would directly impact marginalized groups. However, there is much more that psychologically connects the way individuals perceive, assess, and behave toward social and environmental issues. As a social psychologist, I am particularly interested in why people deny, downplay, or oppose major social issues related to gender and the environment, in order to better understand how interventions can overcome these barriers and increase engagement and support. My work has explored factors related to privilege and entitlement, social identity, moral values, moral emotions, and relative deprivation. What is consistent across many types of resistance I've seen is that those with privilege are motivated to maintain that privilege, but only when they see members of negatively-impacted groups as belonging to outgroups. Expanding one's scope of ingroup inclusion, through recognizing shared identities or focusing on prosocial values and emotions, may help to overcome resistance to change.

Biography:

Brittany Bloodhart is an Assistant Professor of Psychology at Cal State San Bernardino and holds a dual-Ph.D. in Social Psychology and Women's Studies. Her research broadly examines ways in which people think about and justify social and environmental injustices, and how changing those attitudes and beliefs can encourage greater pro-social behavior.

PAPER SESSION

12:30 PM - 01:30 PM Salon D

UNDERGRADUATES' QUALITY OF LIFE

Chair: Khanh Bui (Pepperdine University)

12:30 UNDERGRADUATE RATES OF LONELINESS ACCORDING TO DATA FROM THE NATIONAL COLLEGE HEALTH ASSESSMENT Khanh Bui, Joshua Park (Pepperdine University)

12:45 THE MODERATING ROLE OF PHYSICAL ACTIVITY ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTRESS AND QUALITY OF LIFE IN COLLEGE STUDENTS

Peter Habib, Emily Cheng (California State University, Fullerton)

oi:oo MILLENNIALS IN THE WORKPLACE: THE EFFECT OF MICROAGGRESSIONS ON PERFORMANCE Brian Parry (Colorado Mesa University)

POSTER SESSION 4

12:30 PM - 01:45 PM Exhibit Hall

ATTENTION, COGNITION, LEARNING/MEMORY, & INFO PROCESSING

- WILL PROVIDING GOAL REMINDERS REDUCE THE EFFECTS OF BOTH TOP-DOWN AND BOTTOM-UP FORMS OF CONTROL? Brooke Charbonneau, Audrey Hood, Keith Hutchison (Montana State University)
- ADAPTIVE EMOTION REGULATION STRATEGIES ASSOCIATE WITH REDUCED ATTENTIONAL BIASES TOWARD THREAT 1Hoda Haft-Javaherian, 2Sirena St.Ours, 1John Lucero, 1Karissa Miller (1California State University, Long Beach, 2University of California, Irvine)
- 3. SELF-REPORTED CONCUSSION HISTORY IMPACTS ATTENTIONAL AND MOTOR INHIBITION Paige Bailey (Oregon State Hospital)
- 4. IMPAIRED SYMBOLIC PROCESSING BUT NOT NON-SYMBOLIC PROCESSING IN MATH LEARNING DIFFICULTIES (MLD): A META-ANALYSIS APPROACH Tannaz Azimi, Lang Chen, Sydney Campbell (Santa Clara University)

- EFFECTS OF THE MENTAL TIMELINE ON RECALLAND RECOGNITION MEMORY Kevin Autry, Riley Zemlicka (California State Polytechnic University, Pomona)
- 6. WHEN A SONG TAKES YOU BACK: MUSIC-EVOKED AUTOBIOGRAPHICAL MEMORIES, NOSTALGIA, AND THE SELF Raina Mendonca, Nicole Alea Albada (University of California, Santa Barbara)
- THE CONTINUED INFLUENCE EFFECT: EXPLORING THE INTERACTION BETWEEN ORIGINAL SOURCE CREDIBILITY AND CORRECTION SOURCE CREDIBILITY Isabella Jaimez, Carlos Mendieta, Sameha Elamoudi, Kevin Autry (California State Polytechnic University, Pomona)
- 8. EXPLORING THE ABSENCE OF EPISODIC MEMORY BENEFITS FROM POST-ENCODING EMOTIONAL AROUSAL AND NOVELTY MANIPULATIONS IN HUMANS Matthew Sazma (University of La Verne)
- GROUP DIFFERENCES IN METACOMPREHENSION ACCURACY AFTER MANIPULATING STRESS LEVELS 1Erin Madison, 2Irene Bauer, 2Hisham Salhi, 2Fardous Mohamed, 2Samantha Higgins, 1Erika Fulton (1Idaho State University, 2College of Idaho)
- 10. EXAMINING THE ROLE OF BELIEFS ABOUT MEMORY ON IMAGINATION INFLATION USING A VIRTUAL PARADIGM Nadim Chalfoun, Anel Ayala, Janelle Pimentel, Lauren Perez, Nicholas Von Glahn (California State Polytechnic University, Pomona)
- II. CORRELATES OF CANNABIS-USE TYPE ON FALSE MEMORY AND LATERAL THINKING Jenny Young (California State University, Fullerton)
- 12. CAN THE TESTING EFFECT REDUCE THE NEGATIVE INFLUENCE OF STEREOTYPE THREAT ON LEARNING? Sydney Washington (California State University, Fullerton)
- 13. READING VS. GENERATING QUANTITATIVE INFORMATION: APPLICATIONS TO LEARNING AND RETENTION OF CALORIE INFORMATION IIvan Alatorre, IErica Wohldmann, 2Alice Healy (ICalifornia State University, Northridge, 2University of Colorado)
- 14. EVALUATING THE BENEFITS OF GAMIFICATION TO RETAIN PARTICIPANTS IN COGNITIVE TRAINING PROGRAMS FOR OLDER ADULTS: A META-ANALYSIS Nandita Tuteja, Sirui Wan, Domenico Tullo, Eunice Ghil, Susanne M. Jaeggi (University of California, Irvine)

- SLEEP QUALITY IN UNDERGRADUATE STUDENTS: EFFECTS ON STRESS AND MEMORY Faith Haile, Martin Shapiro (California State University, Fresno)
- 16. INCREASING THE CORRECTION OF HEALTH MISCONCEPTIONS FOLLOWING DELAYED FEEDBACK James Wolff, Danielle Sitzman (Eastern Washington University)
- 17. EFFECTS OF BACKGROUND NOISE DURING ENCODING AND BACKGROUND NOISE DURING RETRIEVAL ON RECALL Pete Schaffer, Valeria Mijares, Viviana Garcia, Robert Randall (Pasadena City College)
- 18. RECOLLECTION OF THE JANUARY 6TH CAPITOL INSURRECTION IS NOT A FLASHBULB MEMORY: A COMPARISON OF PUBLIC AND PRIVATE EVENTS Elaina F. Hupe (California State University, Fresno)
- RELATIONSHIP BETWEEN SLEEP AND MEMORY TRAINING IN OLDER ADULTS USING TRANSCRANIAL DIRECT CURRENT STIMULATION Quynh Theresa Do, Joanna Nguyen, Ariel Tan, Jacky Au (University of California, Irvine)
- 20. ONE AND DONE? COMPARING SINGLE VS. MULTIPLE EPISODIC FUTURE THINKING CUES TO REDUCE DELAY DISCOUNTING Mika Popovic, Patrick Johnson (California State University, Chico)
- 21. TIKTOK: MEMORABLE OR EPHEMERAL?

 1Kunhua Cheng, 1Taylor Eng, 1Hector Reyes, 1Priyanka Chandar, 1Caprice Depetro, 1Cambria Devries, 1Olivia Harrington, 1Rebecca Iniguez, 1Eliana Kurzrock, 1Gizelle Mincitar, 1Sahar Oliaei, 1Jade Phong, 1Amrit Pradhan, 1Katherine Preston, 1Macy Rowe, 1Chase Volz, 1Quentin Alzate, 1Nicole Attridge, 2James Antony, 1Kelly Bennion (1California Polytechnic State University, San Luis Obispo, 2University of California, Davis)
- 22. MEMORY RETENTION OF MEDICAL INFORMATION Sydney Puga, Teresa Anes, Stephanie Motta (Alliant International University, Fresno)
- 23. IS THE REBOUND OF SUPPRESSED THOUGHTS REPLICABLE? Noa Gross (University of San Francisco)
- 24. MEMORIES, TRUTHFULNESS RATINGS, AND BEHAVIORAL REACTIONS TO COVID-19 NEWS STORIES Angelina Corona, Stacy Bacigalupi (Mt. San Antonio College)

- 25. RECOLLECTION OF THE JANUARY 6TH CAPITOL INSURRECTION IS NOT A FLASHBULB MEMORY: A COMPARISON OF PUBLIC AND PRIVATE EVENTS Elaina F. Hupe, Theo Meyer, Megan Morillas, Karl Oswald (California State University, Fresno)
- 26. THE IMPACT OF ELECTRICAL STATUS EPILEPTICUS DURING SLOW-WAVE SLEEP ON CHILDREN'S VERBAL LEARNING AND MEMORY FUNCTIONING 1Christina Sandate, 2Jennifer Keller (1Palo Alto University, 2Stanford University)
- 27. THE IMPORTANCE OF MULTI-SCALE SURPRISE INFORMING AUTOBIOGRAPHICAL SPORTS MEMORIES IJacob Van Dam, IJay Massey, IJesús Figueroa, IOlivia Gott, 1Trevor Guerra, IJake Henige, 1Nami Saito, 1Michela Smith, 1Kelly Bennion, 2James Antony (1California Polytechnic State University, San Luis Obispo, 2University of California, Davis)
- 28. STUDENTS CAN BE PERSUADED TO SELF-TEST EVEN WHEN LEARNING ONLINE Taylor Tamashiro, Mikayla Apodaca, Alexandra Hock (Santa Clara University)
- 29. INTERLEAVING IS BETTER THAN BLOCKING FOR MEMORIZERS, BUT BLOCKING IS BETTER THAN INTERLEAVING FOR FINDING A RULE Jexy Nepangue, Jeri Little, Rachel Karlin, Kimberly Abraham (California State University, East Bay) (Award Winner)
- 30. ANALYTICAL THINKING AND THE GENERATION OF ALTERNATIVE ANTECEDENTS AND DISABLERS IN CONDITIONAL REASONING Jay Von Monteza, Jasmine Bonsel, Hideya Koshino, Robert Ricco (California State University, San Bernardino)
- THE EFFECT OF GREEN EXERCISE ON AFFECT AND COGNITION Janet Trammell, Jennifer Harriger, Elizabeth Mancuso (Pepperdine University)
- 32. THE LINK BETWEEN TEMPORAL DISCOUNTING AND SPATIAL IMAGERY Kayley Hall, Grace Neale, Andrea Sell (California Lutheran University)
- 33. BILINGUAL COGNITIVE ADVANTAGE 1Thomas Tinder, 1Vivek Sharma, 1Avnett Kaur, 2David Giguere (1California State University, Sacramento, 2University of California, Sacramento)
- 34. POP QUIZ: IS GENDER REALLY THE ISSUE IN STEM COMPETENCE? Raphaela Cady, Tess Ashley-Cole, Armando Andrade-Gutierrez, Katherine Jamerson (Saint Martin's University)

- 35. SCREEN MEDIATED SHARED READING Brianna Mireku, Katrina Ying, Jiaqi Zhang, Hayley Harrison, Kirsten Read (Santa Clara University)
- 36. EYE MOVEMENTS AND WORKING MEMORY CAPACITY PREDICT MODES OF COGNITVE CONTROL Andrew Rivera, Miriam Fenton, Guadalupe Romero, Jason Reimer (California State University, San Bernardino)
- 37. THE EFFECTS OF MUSIC ON HUMAN COMPREHENSION Isaac Lopez, Deborah Forester (California State University, Stanislaus)
- 38. COMPLEX INTERACTIONS BETWEEN NEUROCOGNITIVE FUNCTIONING AND CONTEXTUAL FACTORS IN PREDICTING ADOLESCENT EXTERNALIZING BEHAVIORS (Callie Mazurek, (Tammy Barry, 2Karin Fisher ((Washington State University, 2Hennepin Healthcare)
- HOW BAD IS IT? EXAMINING THE EFFECTS OF COVID-19
 MISINFORMATION Donna Beightol, Matthew Sazma, Kristi Ambriz, Ariana
 Trinh (University of La Verne)
- 40. WHO BELIEVES WHAT? REVIEWING FACTORS PREDICTING SUSCEPTIBILITY TO CONSPIRACY THEORIES AND MISINFORMATION RELATED TO COVID-19 Kristi Ambriz, Donna Beightol, Matthew Sazma, Ariana Trinh (University of La Verne)
- 41. APPROACH AVOIDANCE BEHAVIOR FROM MULTIPLE PERSPECTIVES: DOES EMAPTHY MATTER? Roshni Choksi, James Miles (California State University, Long Beach)
- 42. HOW MUCH RISK ARE YOU WILLING TO TAKE? THE INFLUENCE OF FRAMING AND INDIVIDUAL RISK ASSESSMENT ON RISK PROPENSITY Ruben Laukenmann (Fakultaet fuer Sozialwissenschaften)
- 43. ESTROGEN AS A MEDIATOR OF THE RELATIONSHIPS BETWEEN MULTITASKING, ATTENTION AND VERBAL REASONING Esmeralda Aguilera, Angelica Morales, Daniel Gallo, Susan Beers, Barbara Thayer (California State University, Channel Islands)
- 44. LIMITED NEURAL CAPACITY AND HYPO-EXCITABILITY LEADS TO IMPAIRMENT OF SYMBOLIC AND NONSYMBOLIC QUANTITY PROCESSING: A COMPUTATIONAL ACCOUNT Tannaz Azimi, Lani Krossa, Julia Lieberman, Lang Chen (Santa Clara University)

- 45. ATTACHMENT ANXIETY AND CHARACTERISTICS OF EMOTIONAL MEMORY Alejandro Valencia (California State University, Sacramento)
- 46. PERCEIVED PSYCHOLOGICAL IMPACTS OF WEARING FACE MASKS Alejandro Valencia, Alex Chan, Andrea Delgadillo, Victorianna Brooks, Samantha Waters, Milena Kren, Jianjian Qin (California State University, Sacramento)
- 47. CULTURAL DIFFERENCES IN CHILDREN'S COLLABORATION 1Angelica Lopez-Fraire, 2Barbara Rogoff, 3Lucia Alcala (1California State University, Dominguez Hills, 2University of California, Santa Cruz, 3California State University Fullerton)
- 48. NEUROINFLAMMATORY MARKERS AND SUBJECTIVE COGNITIVE COMPLAINT TO BETTER DETECT PARKINSON'S DISEASE MILD COGNITIVE IMPAIRMENT Rhiannon Rivas, Kenya Luna (California State University, San Bernardino) (Award Winner)
- NEWLY-LEARNED WORDS FUNCTION AS SUBLIMINAL PRIMES AFTER A SINGLE LEARNING SESSION Julia Trudeau, Samantha Cheng, Elizabeth Hecht, Paola Cervantes, Eylul Akgul, Richard Abrams (Loyola Marymount University)
- COMPARING INFORMATION PROCESSING TESTS BETWEEN DIFFERENT ETHNICITY GROUPS Jordan Nenni, Jill Razani (California State University, Northridge)
- LACK OF CAREFUL REASONING PREDICTS BELIEF IN FALSE NEW HEADLINES Alex Chan, Alejandro Valencia, Jianjian Qin (California State University, Sacramento)
- 52. BLINDED BY THE BIAS: COMPUTATIONAL MECHANISMS UNDERLYING POLITICAL EVIDENCE ACCUMULATION Kimia Shamsian, Bryant Ma, Yrian Derreumaux (University of California, Riverside) (Award Winner)
- 53. EXPOSURE TO ACCURATE HEADLINES DECREASES BELIEF IN PSYCHOLOGICAL MISCONCEPTIONS Robbie Lyons, Whitney Hawkins, Dustin Calvillo (California State University, San Marcos) (Award Winner)

- 54. THE LOAN RANGE-R Sarah Wellard, Jessica Choplin (DePaul University)
- 55. DIETARY INTAKE OF LUTEIN AND ZEAXANTHIN AND ITS EFFECTS ON NEURAL PLASTICITY Lauren Kelly, Steve Holloway, Maia Yilmaz, Elizabeth A Edwards, Jose Nanez (Arizona State University)
- TASK-IRRELEVANTVISUAL LEARNING PARADIGM IMPROVES TONE DISCRIMINATION Steve Holloway, Lauren Kelly, Maia Yilmaz, Jose Nanez (Arizona State University)

SYMPOSIUM

12:45 PM - 01:30 PM Salon B/C

BRINGING ATTENTION TO TRAUMA EXPOSURE AND TREATMENT NEEDS OF DETAINED WOMEN AND YOUTH

Chair: Shannon Lynch (Idaho State University)

Trauma exposure and mental health problems represent significant risks for entering the criminal legal system. Across four presentations, we will provide an overview of trauma exposure and mental health problems in youth and women in corrections settings. The first presentation will address rates of exposure to adverse childhood experiences (ACES) in detained youth and examine ACES and mental health as predictors of referrals to treatment services and subsequent reoffending. Next, we will present data on assessment of varied forms of traumatic exposure in women in prison. Third, using a randomly selected sample of women in jail, we will describe the prevalence of different forms of violence exposure and examine how violence is associated with PTSD and dissociation. Finally, we will discuss implementing a CBT manualized protocol for PTSD and SUD in a women's prison. We will discuss implications for assessment, referral for services, and implementation of treatment within corrections settings.

PREDICTORS OF MENTAL HEALTH SERVICE REFERRALAND RECIDIVISM IN DETAINED YOUTH Makenzie Atwood, Shelby Weber & Shannon Lynch (Idaho State University)

ASSESSING TRAUMA IN VULNERABLE POPULATIONS: USING THE TRAUMA HISTORY QUESTIONNAIRE (THQ) WITH INCARCERATED AND PREGNANT WOMEN 1Sara Meotti, 1Lillian Bengtson, 1Shannon Lynch, 2Nicki Aubuchon-Endsley (1Idaho State University, 2University of Tulsa)

INTERPERSONAL TRAUMA EXPOSURE, PTSD, AND DISSOCIATION IN WOMEN IN JAIL Gabriela Perez, Shannon Lynch (Idaho State University)

PROVIDING TRAUMA-INFORMED TREATMENT IN A CORRECTIONS SETTING: SEEKING SAFETY WITH INCARCERATED WOMEN Shelby Weber, Shannon Lynch (Idaho State University)

SYMPOSIUM

12:45 PM - 02:15 PM Salon I

THE LOVE PROJECT: EXAMINING THE EXPERIENCES OF CONSENSUALLY NON-MONOGAMOUS AND QUEER INDIVIDUALS IN INTIMATE RELATIONSHIPS

Jessica Tessler, Kristin Beals (California State University, Fullerton)

Most existing research on love has focused on the experiences of heterosexual, monogamous individuals. The current set of projects sought to examine the experiences of consensually non-monogamous individuals and of those who identify with sexual orientation categories other than heterosexual. A recent popular campaign slogan issued by those associated with the gay rights movement is the simple expression, "Love is love." To the extent that this is true, it seems reasonable to expect that no differences would be found with respect to the experiences of love and other dynamics within intimate relationships. Projects include a look at the correspondence between relationship style and sexual orientation, experiences with compersion and jealousy in intimate relationships, sexual satisfaction in intimate relationships, how personality characteristics correspond to whether people engage in consensual non-monogamy, and a Bayesian analysis of indicators of felt love. Together, these projects sought to provide a comprehensive examination of the experiences of consensually non-monogamous and queer populations within intimate relationships.

RELATIONSHIP STYLES AND SEXUAL ORIENTATION CATEGORIES Brooke Cusick, Maria Guzman, Tyler Greening, Chelsy Rivera (California State University, Fullerton)

EFFECT OF RELATIONSHIP STYLE, GENDER IDENTITY, AND SEXUAL ORIENTATION ON JEALOUSY AND COMPERSION IN RELATIONSHIPS Zachary Cayaban, Maria Guzman, Chelsy Rivera (California State University, Fullerton)

Convention Program 2022

DIFFERENCES IN SEXUAL SATISFACTION BETWEEN MONOGAMOUS AND CONSENSUALLY NON-MONOGAMOUS INDIVIDUALS Lex Costello, Sunny Nyugen (California State University, Fullerton)

CONSENSUAL NON-MONOGAMY AND PERSONALITY Alyssa Hanson, Paloma Arriero (California State University, Fullerton)

CULTURAL CONSENSUS SURROUNDING INDICATORS OF FELT LOVE IN CONSENSUALLY NON-MONOGAMOUS AND BISEXUAL INDIVIDUALS Jessica Tessler

DISTINGUISHED SPEAKER

01:30 PM - 02:30 PM Salon F | CE Available

UNDERSTANDING AND COUNTERACTING RACIAL BIAS IN POLICING

Kimberly Kahn (Portland State University)

Chair: Tessa Dover (Portland State University)

Police shootings of unarmed racial minorities prompted psychological research on race in policing in order to both understand and counteract potential bias. In this talk, I will discuss my research on the psychological effects of race and racial stereotyping on police behavior. I have conducted research with police departments across the country to study this issue, including with the Center for Policing Equity and local departments in Oregon. Using data from experimental, observational, correlational, and archival police case file studies, I detail how subtle forms of stereotyping, implicit bias, and identity related threats affect decisionmaking during police-community interactions. Analyses will examine both police and community member behavior during interactions, and how both parties can be influenced by subtle biases and psychological identity threats. These biases ultimately lead to an escalation in use of force during these interactions. Using this scientific information, I will discuss evidence-based interventions to reduce racial bias in policing behavior and how to promote more equitable outcomes for all community members.

Biography:

Dr. Kimberly Barsamian Kahn is an Associate Professor of Social Psychology at Portland State University and leads the Gender, Race, and Sexual Prejudice (GRASP) research lab. She received her Ph.D. in Social Psychology from the University of California, Los Angeles and completed a postdoctoral fellowship at Lisbon University

Institute in Portugal. As a social psychologist, Dr. Kahn's research addresses contemporary forms of implicit bias, stereotyping, social identity threat, and subtle prejudice from both the targets and perceivers perspectives. She has conducted empirical research and interventions to reduce racial bias and stereotyping within education systems, work organizations, and police departments. Partnering with police departments, Dr. Kahnâ's research has focused on reducing racial and ethnic bias in police departments across the United States.

SYMPOSIUM

01:45 PM - 02:45 PM Salon B/C

WHAT WILL THEY THINK OF ME? SELF-STIGMA AMONG ASIANS AND ASIAN AMERICANS

Elizabeth Mateer (Seattle Pacific University)

Self-stigma of mental health occurs when negative stereotypes are internalized by individuals about their value if they were to seek or receive professional psychological help. This symposium includes three papers reporting on self-stigma and its effects among Asians and Asian Americans in relation to seeking psychological help. Paper 1 illustrates self-stigma, subjective norms, perceived behavior control, and mental health seeking attitudes are significant indicators of intention to seek mental health help among Asian Americans. Paper 2 demonstrates predictors of internalized stigma among Korean college students, including independent self-construal, Asian values of emotional self-control, and family recognition through achievement. Paper 3 highlights the association between self-stigma and decreased mental health help-seeking among Asian Americans, with self-compassion as an insignificant buffer against these effects. We will conclude with a discussion on how these findings can inform action steps towards addressing the barrier of self-stigma among the Asian and Asian American communities.

ASIAN AMERICANS' INTENTION TO SEEK HELP: THE MEDIATING INFLUENCE OF STIGMA ON THE THEORY OF PLANNED BEHAVIOR Emi Ichimura, Melissa-Ann Lagunas, Joel Jin (Seattle Pacific University)

CULTURAL CORRELATES OF SELF-STIGMA OF SEEKING PSYCHOLOGICAL HELP AMONG SOUTH KOREAN COLLEGE STUDENTS Paul Youngbin Kim (Seattle Pacific University)

Convention Program 2022

DOES SELF-COMPASSION BUFFER AGAINST STIGMA AMONG ASIAN AMERICANS? Elizabeth Mateer, Joel Jin, Trevor Taone, Cory Duffield, Madison Foster (Seattle Pacific University)

Discussant 1: Sherry Wang, Santa Clara University

POSTER SESSION 5

02:00 PM - 03:15 PM Exhibit Hall

ANIMAL BEHAVIOR, APPLIED, BRAIN FUNCTION, LANGUAGE & SENSORY

- THE EFFECT OF A HIGH ENERGY DIET ON OBJECT RECENCY MEMORY Vanessa Barragan (California State University, Fullerton)
- EXPLORING THE LINK BETWEEN ANXIETY AND SOCIAL BEHAVIORAL DEFICITS STEMMING FROM EARLY LIFE STRESS Jocelyn Yang, Janet Ronquillo, Danny Bui-Tu, Michael Nguyen, Linnea Rothi, Lindsay Halladay (Santa Clara University)
- CHIMPANZEE ENRICHMENT ACTIVITY WITHIN A SANCTUARY ENVIRONMENT Julia Greeson, Jay Holloway, Bonnie King Hendrickson, J.B. Mulcahy, Susan Lonborg, Kara Gabriel (Central Washington University, Chimpanzee Sanctuary Northwest)
- INVESTIGATING THE CONTRIBUTION OF STRESS-REGULATING CELLS TO AVERSIVE LEARNING Kerri Lyons, Janet Ronquillo, Jocelyn Yang, Lindsay Halladay (Santa Clara University) (Award Winner)
- ORGANIZATION IDENTIFICATION IN A GLOBAL WORKPLACE: INTERACTION OF SELF-UNCERTAINTY, SELF-CONSTRUAL, AND ORGANIZATIONAL CULTURE Sejal Desai (Claremont Graduate University)
- 6. THE OPINION MATCHING EFFECT (OME): A SUBTLE BUT POWERFUL NEW FORM OF INFLUENCE THAT IS BEING WIDELY EMPLOYED ON THE INTERNET WITHOUT USER AWARENESS Robert Epstein, Yunyi Huang (American Institute for Behavioral Research and Technology)

- FACTORS INFLUENCING PEOPLE'S BELIEF IN ONLINE MISINFORMATION Circe Chen, Mathew Curtis (University of Southern California)
- 8. ALIENS VERSUS HUMANS: COMPARING TWO FORMS OF UNDERGRADUATE ONLINE BYSTANDER INTERVENTION TRAINING IJason King, IClay Brookfield, IDrew Davis, ITerra Bransfield, 2Jacob Crocker, IDiana Grant, IHeather Smith (ISonoma State University, 2California State Polytechnic University, Humboldt)
- 9. EXAMINING RESEARCH-RELATED ABILITIES, SKILLS AND LEARNING GAINS AMONG PARTICIPANTS OF AN INTENSIVE SUMMER RESEARCH PROGRAM AIMED AT INCREASING DIVERSITY IN THE BIOMEDICAL SCIENCES AND STEM FIELDS Gino Galvez, Madeline Berg, Alina Gharibkhanyan, Emily Stoll, Carolina Vargas (California State University, Long Beach)
- 10. CAN POLITICAL POLARIZATION BE REDUCED BY A SHORT ONLINE INTERVENTION? Kiana Crisosto, Paul Price (California State University, Fresno)
- II. THE INFLUENCE OF CO-SPEECH GESTURES ON TRUTHINESS Taylor Whiting, L Overoye (Utah Valley University)
- 12. THE EFFECT OF THEME MUSIC TO ADVENTUROUS MOVIES IN THE US Bohan Wan, Mathew Curtis (University of Southern California)
- EXPERIMENTAL ATTEMPTS TO LOWER ECO-ANXIETY Deana Julka, Daniel Smith, Maya Sellier, Marlu Martens, Siena Henson (University of Portland)
- 14. REHEARSING DISASTER: UNDERSTANDING EARTHQUAKE PREPAREDNESS BEHAVIORS IN AN INTERACTIVE ENVIRONMENT Jensen Kraus, Sylvia Kunz, Max Udas, Blythe Ballesteros, Lana Parezanin, Annabel Paris, Ela Pencl, Sarah Wood, Peter Drake, Erik Nilsen, Elizabeth Safran, Bryan Sebok (Lewis & Clark College)
- 15. WITNESSING PARENTALARREST AS A PREDICTOR OF CHILD INTERNALIZING AND EXTERNALIZING SYMPTOMS 1Robyn Metcalfe, 2Luke Muentner, 3Claudia Reino, 1Maria Schweer-Collins, 3John Eddy (1University of Oregon, 2University of Minnesota, 3University of Texas, Austin)

- 16. THE MEDIATIONAL ROLE OF ETHNIC IDENTITY IN HIGHER EDUCATION WITH A UNIVERSITY COHORT GROUP Jeongin Hong, Charisma Baxter, Kiana Saki, Sana Arakji, Greg Kim-Ju (California State University, Sacramento) (Award Winner)
- 17. EXAMINING BEHAVIORAL AND NEURAL EFFECTS OF EXPOSURE TO EARLY LIFE TRAUMA ON MATERNAL CARE Linnea Rothi, Michael Nguyen, Lindsay Halladay (Santa Clara University)
- 18. DYSFUNCTIONS IN A CORE REGION AND DISTRIBUTED NETWORK IN INDIVIDUALS WITH MATH LEARNING DIFFICULTIES: AN ALE META-ANALYSIS Jonathan Tablante, Lani Krossa, Lang Chen (Santa Clara University)
- 19. REGIONAL WHITE MATTER HYPERINTENSITIES RELATE TO COGNITIVE FUNCTIONING IN OLDER ADULTS WITHOUT DEMENTIA 1Rachel Membreno, 2Kelsey Thomas, 2Amanda Calcetas, 3Lauren Edwards, 2Maria Bordyug, 2Einat Brenner, 1Kayla Walker, 4Adam Brickman, 5Emily Edmonds, 2Katherine Bangen (1San Diego State University, 2University of California, San Diego, 3San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, 4Columbia University, 5Veterans Affairs San Diego Healthcare System)
- 20. ABNORMAL PATTERNS OF RESTING-STATE FUNCTIONAL CONNECTIVITY IN INDIVIDUALS WITH ASD: A QUANTITATIVE REVIEW Alex Edwin, Huy Pham, Lang Chen (Santa Clara University)
- 21. HYPERCONNECTIVITY IN THE DISTRIBUTED SOCIAL-COGNITIVE BRAIN SYSTEMS OF INDIVIDUALS WITH COMORBID CONDITIONS OF ASD AND ADHD Anna Riggs, Nicholas Luckenbach, Lang Chen (Santa Clara University)
- 22. USING PHASE LAG AND COHERENCE TO MEASURE NEURAL CONNECTIVITY IN MILD TRAUMATIC BRAIN INJURYJared Carmichael, Larry Stevens, Rogelio Hueso Martinez, Miracle Macias, Genesys Mederos (Northern Arizona University)
- 23. INVESTIGATING THE RELATIONSHIP BETWEEN EARLY LIFE STRESS-INDUCED BEHAVIORAL DEFICITS AND IMMUNE RESPONSE Michael Nguyen, Lindsay Halladay (Santa Clara University)
- 24. EFFECTS OF EARLY LIFE STRESS ON ADULTHOOD SOCIAL BEHAVIORS MEDIATED BY THE EXTENDED AMYGDALA Janet Ronquillo, Danny Bui-Tu, Lindsay Halladay (Santa Clara University)

- 25. EFFECTS OF TRANSCRANIAL DIRECT CURRENT STIMULATION (TDCS) OVER FRONTAL, PARIETAL, TEMPORAL, OCCIPITAL CORTICES ON DURATION DISCRIMINATION. Christophe Le Dantec, Mirna Gomez, Paige Ward, Jessica Taff, Elisaelena Enriquez, Mei-Li Chiang, Aram Dimitri, Mikayla Conneen, Diana Quiroz, Regina Leach (La Sierra University)
- 26. THE ECCENTRICITY OF VISUAL STIMULI AFFECTS THE PARTICIPANTS' PERFORMANCE AND EVENT-RELATED POTENTIALS RECORDED DURING A DURATION DISCRIMINATION TASK. Christophe Le Dantec, Mirna Gomez, Paige Ward, Daniel Bazan, Jessica Taff, Elisaelena Enriquez, Aram Dimitri, Diana Quiroz, Mei-Li Chiang, Regina Leach (La Sierra University)
- EVIDENCE OF HEMISPHERIC MODULARITY IN THE MOTOR CORTEX Steve Holloway, Lauren Kelly, Maia Yilmaz, Jose Nanez (Arizona State University)
- 28. CONCUSSION: QUANTITATIVE ELECTROENCEPHALOGRAM AND THE COMPARISON WITH ESTABLISHED MEASURES
 Gabrielle Burchett, Larry Stevens (Northern Arizona University)
- THE IMPLICATIONS OF BILINGUALISM ON DEVELOPMENTAL DYSLEXIA Sandhya Kannan (University of California, Berkeley)
- 30. FILIPINO LANGUAGE AND ATTRIBUTION: IS THERE GENDER BIAS IN A LANGUAGE WITH ONLY GENDER-NEUTRAL PRONOUNS? Erica Marie Divinagracia (University of San Francisco)
- 31. THE IMPACT OF VERBAL LABELING ON THE REPRESENTATIONAL ORGANIZATION OF SEMANTIC CATEGORIES Aidan Williams, Lang Chen (Santa Clara University)
- 32. PREDICTIVE TEXT AND LINGUISTIC PRESCRIPTIVISM Jasper Thomas (Irvine Valley College)
- 33. EVALUATING BOSTON NAMING TEST PERFORMANCE AND PERCEIVED WORKLOAD IN LATINX CAUCASIAN TRAUMATIC BRAIN INJURY SURVIVORS 1Isabel Munoz, 2Daniel Walter Lopez-Hernandez, 3Kristina Smith, 4Bethany Nordberg, 5Sarah Saravia, 1Maya Farchi, 2Pavel Litvin, 6Tara L. Victor, 7Deborah Budding, 6Joaquin Fuster, 5Ellen Woo, 8David Hardy, 4Enrique Lopez, 2Matthew Wright (1California)

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- State University, Northridge, 2Los Angeles Biomedical Research Institute, 3California State University, Dominguez Hills, 4The Lindquist Institute, 5California State University, Fresno, 6California State University, 7Los Angeles Biomedical Medical Research Institute, Harbor-UCLA Medical Center, 8Loyola Marymount University)
- 34. TOWARD CONTINUITY AND SCALE IN EARLY VOCABULARY ASSESSMENT: A WEB-BASED APPROACH 1Nathan Soria, 2Tanya Paes, 2Robert Duncan, 2Sara Schmitt, 1Margaret Friend (1San Diego State University, 2Purdue University)
- 35. SPEECH CONVERGENCE IN CASUAL AND DIFFICULT GROUP CONVERSATIONS Michelle Nguyen, Laura Getz (University of San Diego)
- DOES SAYING "BITCH" MEAN YOU'RE SEXIST?: INVESTIGATING SEXISM IN MODERN-DAY LANGUAGE Kelly Kieu, Karis Kim, Emily Otero, Michael Cassens (Irvine Valley College)
- 37. IMPACT OF SENTENCE INTENT ON HEAD PITCH Ryan Pili, Alan Kawamoto (University of California, Santa Cruz)
- THE RELATIONSHIP BETWEEN LANGUAGE SWITCHING FREQUENCY AND CREATIVE THINKING Sally Tang (University of San Francisco)
- 39. EXPLORING THE CORRESPONDENCE PHENOMENON THROUGH A MIXED-METHODS INVESTIGATION Blain Stumpf, Chris Koch (George Fox University)
- 40. RED SOUNDS EXCITING: THE EFFECT OF COLOR SATURATION ON PERCEPTION OF AN AUDITORY ILLUSION Laura Cacciamani, Sophie Mason, David Abdelmalek, Jessica Shockley, Madison Sandoval (California Polytechnic State University, San Luis Obispo)
- 41. THE INFLUENCE OF MUSIC ON MOOD AND PERCEPTION OF A VIDEO CLIP Caitlin Bento, Zoe Blacklock, Kayley Liu, Cristina San Agustin, Stacy Bacigalupi (Mt. San Antonio College)
- 42. THE DIVERSITY SPILLOVER EFFECT: A GENERAL BIAS IN JUDGMENTS OF DIVERSITY AND VARIABILITY Samantha Patricia Navarro, Paul Price (California State University, Fresno)

- 43. INTERFERENCE BETWEEN WORD AND DURATION IN A VISUAL DURATION DISCRIMINATION TASK: A TEMPORAL STROOP EFFECT. 1Christophe Le Dantec, 1Mirna Gomez, 1Jessica Taff, 1Elisaelena Enriquez, Paige Ward, 1Diana Quiroz, 1Regina Leach, 2Mohamed Rebai (1La Sierra University, 2UFR de Psychologie, Sociologie & Sciences de l'Education)
- 44. CORRELATION BETWEEN HEALTHY LIFESTYLES, MACULAR PIGMENT OCULAR DENSITY, AND BASIC VISUAL PROCESSING Maia Yilmaz, Steve Holloway, Lauren Kelly, Elana S. Redfern, Jose Nanez (Arizona State University)
- 45. DIETARY INTAKE OF LUTEIN AND ZEAXANTHIN EFFECTS ON CONTRAST SENSITIVITY WITH AND WITHOUT BLUE-LIGHT BLOCKING FILTERS Steve Holloway, Lauren Kelly, Maia Yilmaz, Jose Nanez (Arizona State University)

STATISTICS WORKSHOP

02:00 PM - 04:00 PM Mount Hood | CE Available

AN INTRODUCTION TO MACHINE LEARNING

Rob Chavez (University of Oregon)

Chair: Chris Aberson, Cal Poly Humboldt

Machine learning is a broad class of methods and procedures used to make predictions from data, and its popularity has exploded in recent years. Although many psychologists are interested in using machine learning approaches in their own work, some remain intimidated by the perceived complexity of machine learning methods. In this presentation, I will introduce the basics of machine learning and discuss its power and limitations as a tool for psychological science. Along the way, I will demystify the perceived complexity of machine learning and underscore how most psychologists already possess many of the skills necessary to effectively use machine learning methods in their work.

Biography

Rob Chavez is an assistant professor at the University of Oregon and director of the Computational Social Neuroscience Lab. He studies how information about the self and social cognition are represented in distributed systems within the brain using neuroimaging and machine learning techniques. He received his B.S. in Psychology from the University of New Mexico and Ph.D. in Cognitive Neuroscience from Dartmouth College.

PAPER SESSION

02:15 PM - 03:15 PM Salon A

PSYCHOLOGICAL IMPLICATIONS OF COVID I

Chair: Manuvir Dhaliwal (University of California, Merced)

2:20 DEVELOPMENT AND PRELIMINARY VALIDATION OF THE COPING THROUGH COVID SCALE FOR YOUNG ADULTS (CTC-YA) Nicole Khauli, Valeria Martini, Amie Haas (Palo Alto University) (Award Winner)

2:40 COGNITIVE STATUS OF COVID WORRY Peter Vik, Ellie Embry (Pacific University, Oregon)

3:00 INFANTVULNERABILITY DURING COVID-19: FOOD INSECURITY, SUPPLY SHORTAGES, AND DELETERIOUS FEEDING PRACTICES Manuvir Dhaliwal, Jennifer Hahn-Holbrook, Jessica A. Marino, Simmiran Charan, Alejandra Cornejo, Tammara Goebel, Morgan Sobka (University of California, Merced)

CONVERSATION HOUR WITH KIMBERLY KAHN

2:30 PM - 3:30 PM Mount St. Helens

DISTINGUISHED SPEAKER

02:30 PM - 03:30 PM Salon E

OMISSION AS THE MODERN FORM OF BIAS AGAINST INDIGENOUS PEOPLES

Stephanie Fryberg (University of Michigan)

Chair: Rebecca Covarrubias (University of California, Santa Cruz)

In the U.S. cultural imagination, Indigenous Peoples loom large in romanticized and stereotyped ways, yet contemporary Indigenous Peoples are largely omitted from the public conscience. In K-12 education, for example, 87% of references to Indigenous Americans portray them in a pre-1900's context. In mainstream media,

less than .5% of representations are of contemporary Indigenous Peoples. Utilizing both experimental and national survey studies, I will demonstrate that prevalent representations of Indigenous Peoples (or lack thereof) shape how people think, feel, and subsequently act towards Indigenous Peoples, as well as how Indigenous Peoples feel about themselves and act to make change in society. Specifically, I will first show that recognizing Indigenous omission shapes discrimination and both implicit and explicit bias towards Indigenous Peoples, including attitudes about the use of redface, and apathy towards the Murdered and Missing Indigenous Women and Girls epidemic. I will then show how sensitivity to Indigenous omission has adverse psychological consequences for Indigenous Peoples' wellbeing, but also serves to galvanize efforts to change the status quo through civic engagement. By making visible the pernicious consequences of omission and highlighting Indigenous agency and resistance to omission, we illuminate a path towards creating a more equitable future for Indigenous Peoples.

Biography:

Stephanie A. Fryberg is the University Diversity and Social Transformation Professor of Psychology and founding Director of the Research for Indigenous Social Action and Equity Center at the University of Michigan. Dr. Fryberg's research expertise focuses on how social representations of race, culture, and social class influence the development of self, psychological well-being, and educational attainment; and on designing interventions that reconfigure learning spaces to improve outcomes for racial minority and low-income students. Putting research to work, Dr. Fryberg's work on the psychological effects of using Native Peoples as mascots has been used across the country to eliminate racist mascots in schools and sports domains. She also testified before for the U.S. Senate Committee on Indian Affairs regarding the impact of racist stereotypes on Indigenous people, served as lead psychologist on Amicus Brief for Harjo v. Pro-Football, testified before congress on the impact of COVID on Native people and communities, and was an expert witness in the Keepseagle v. U.S. Department of Agriculture class action lawsuit. Dr. Fryberg recently served as president of the Society for the Psychological Study of Social Issues (Division 9 of the American Psychological Association) and was recently selected as a fellow of the Association of Psychological Science.

SYMPOSIUM

02:30 PM - 03:45 PM Salon I

ELECTION 2020: RACE AND GENDER AT THE FOREFRONT

Chair: Lori Barker (California State Polytechnic University, Pomona)

The year 2020 saw another historic presidential election where Joe Biden defeated Donald Trump with Kamala Harris, the first woman and Person of Color as Vice-President. Women, People of Color, and young people are credited with Biden's victory, as they were for Obama's in 2008. The current study is the fourth in a series of student attitudes toward presidential candidates. Previous studies on the 2008 and 2016 elections revealed how themes of hope and change with Obama turned to feelings of apathy with Trump, and the observation that racism continues to be an influential factor. In the current qualitative study, undergraduate students participated in identity-specific focus groups based on gender and race/ethnicity and responded to questions about the candidates, their voting behavior, and political attitudes. Findings from this study will be reported and placed in the context of the previous studies and the broader literature regarding race, gender, and politics.

COLLEGE STUDENT ATTITUDES TOWARD PRESIDENTIAL CANDIDATES: A REVIEW Emily Lopez, Sophia Schneider (California State Polytechnic University, Pomona)

QUALITATIVE MEASUREMENT OF COLLEGE STUDENT ATTITUDES TOWARD ELECTION 2020 Cynthia Stewart (California State Polytechnic University, Pomona)

COLLEGE STUDENT ATTITUDES TOWARD ELECTION 2020: RESULTS Chloe Nguyen, Crystal Garibay (California State Polytechnic University Pomona)

RACE, GENDER, AND PRESIDENTIAL ELECTIONS: WHAT DOES IT ALL MEAN? Lori A. Barker (California State Polytechnic University, Pomona)

SYMPOSIUM

03:00 PM - 04:30 PM Salon B/C | CE Available

SOCIAL INJUSTICE CONSEQUENCES AND CLIMATE CHANGE

Chair: Nancy Sidun (Kaiser Permanente-Hawaii)

The symposium will speak to the social and environmental impact of climate change on lived experiences. The first presentation addresses the intersection of COVID-19, climate change and systemic racism. The intersecting relationships will be examined by looking at the biology of coronaviruses, followed by the ecology of human and animal environments, and, last, the sociology of health disparities. The next presentation will focus on how climate change disproportionately impacts women and girls negatively. The detrimental impact crosses multiple domains: food security, water resources, health, education, and gender-based violence. Next the results of a study that examined the relationship between climate change, governance, violence against women and modern slavery will be presented. Controlling corruption, reducing violence against women, and curtailing CH4 growth rates may be critical factors of effective strategies to combat modern slavery. Last a discussant will summarize the threads and themes across presentations, concluding in a question-and-answer period.

INFLECTION POINTS: THE INTERSECTION OF COVID-19, CLIMATE CHANGE AND SYSTEMIC RACISM Jill Bloom

WOMEN, GIRLS, AND CLIMATE CHANGE: HUMAN RIGHTS VULNERABILITIES AND OPPORTUNITIES Nancy Sidun

THE INTERSECTION OF CLIMATE CHANGE, VIOLENCE AGAINST WOMEN, AND INEFFECTIVE GOVERNANCE Erinn Cameron (Fielding Graduate University)

DISTINGUISHED SPEAKER

03:30 PM - 04:30 PM Salon F

WELL-BEING FOR ALL: DEI INSIGHTS FROM THE SCIENCE OF POSITIVE PSYCHOLOGY

Stewart Donaldson (Claremont Graduate University)

Chair: Brandilynn Villarreal (California State Polytechnic University, Humboldt)

The second wave of devastating consequences of the COVID-19 pandemic has been linked to dramatic declines in well-being, especially for marginalized and underserved populations. Positive psychology has now amassed more than two decades of peer-reviewed science focused on understanding and generating well-being. What have we learned about the measurement, antecedents and consequences, and development of well-being during a global pandemic and beyond? How can this science help us design future interventions and programs, especially for diverse, marginalized, and underserved groups? An evidence-based holistic framework for understanding ways to generate well-being, PERMA+4, will be presented in an effort to summarize two decades of findings from the science of positive psychology. Next, key findings based on a systematic review of 25 meta-analyses, 42 review papers, and numerous high-quality experiments (RCTs) designed to understand the causal effects of well-being interventions will be presented. DEI insights based on the most rigorous causal evidence available will be discussed with the hope of proving more equitable access to effective approaches for generating well-being for all.

Biography:

Stewart I. Donaldson, Ph.D., is Distinguished University Professor and Executive Director of the Claremont Evaluation Center at Claremont Graduate University. He is deeply committed to improving lives through positive psychology research, intervention design, evaluation, and education. He is a Co-Founder of the first Ph.D. and research focused masters programs in positive psychology at Claremont Graduate University. He currently teaches, mentors, and employs numerous students specializing in positive psychology, positive organizational psychology, and evaluation science. Professor Donaldson serves on the Council of Advisors for the International Positive Psychology Association (IPPA) and is Faculty Advisor for the Student Division of IPPA (SIPPA). He served as President (2014-2016) and on the Board of Directors of the American Evaluation Association (2010-2012), on the IPPA Board of Directors (2013-2017), and was Chair of IPPA's World Congress of Positive Psychology in Los Angeles (2013). He has published numerous scientific articles, chapters, and books on the science of positive psychology, evaluation, and applied research including his latest books

SYMPOSIUM

04:00 PM - 05:00 PM Salon I

PUTTING SOCIAL PSYCHOLOGY IN CONTEXT

1Emily Esposito, 2Rachel Song, 3Wenwen Ni, 4Makita White (1University of California, Riverside, 2University of Washington, 3Sonoma State University, 4Washington State University)

Despite social psychology's long-standing emphasis on the importance of situations, research has often ignored the context of an experience, and the significant impact of context on interpretation and response. For instance, physical cues in the environment (e.g., building architecture, décor, others' perceived identities) may affect how people feel and behave in a context. Importantly, spaces and the physical cues within them may differentially affect people depending on their social identities and group membership status. These cues and the way they interact with people's identities influence a variety of outcomes, including belonging, performance, and help-seeking behaviors, such that lower status group members may have worse outcomes in certain contexts, compared to higher status group members. Understanding how physical environments and their cues differentially affect people is crucial for discovering more about how context matters, for some more than others, and how future interventions may address these concerns.

THE DISPROPORTIONATE IMPACT OF GENTRIFICATION ON BELONGING ACROSS SOCIAL CLASS Rachel Song (University of Washington)

EXAMINING PASSIVE AND PROACTIVE HELP-SEEKING BEHAVIOR IN FIRST GENERATION COLLEGE STUDENTS

Makita White (Washington State University)

AFFLUENCE CUES AT UNIVERSITIES CONTRIBUTE TO THE SOCIAL CLASS ACHIEVEMENT GAP H. Wenwen Ni (Sonoma State University)

DIFFERENTIAL BELONGING: A PRODUCT OF PERSONS IN PLACES Emily Esposito (University of California, Riverside)

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SOCIETY FOR THE TEACHING OF PSYCHOLOGY (STP)

04:00 PM - 05:30 PM Salon E

STP SYMPOSIUM: THE LAST LECTURE

Chair: Heidi Riggio, California State University, Los Angeles

DREAM BIG (AND SLAY THE DREAM KILLERS)

Lori Barker, California State Polytechnic University, Pomona

In preparing for this Last Lecture, Dr. Barker reflected on her life and career and recognized an emerging theme—Dream Big. This theme began before she was born with her parents who immigrated to the U.S. in the 1950s so her father could pursue a career in medicine. This theme continued through elementary, junior high, and high school and the various factors that influenced her to study psychology. This continued with mentors from undergraduate years, graduate school, and her early career as a tenure-track professor and licensed clinician. It was not all smooth sailing; there were naysayers along the way, but additional lessons were learned from overcoming these obstacles. Throughout her career, as a teacher and mentor, Dr. Barker has sought to pass these lessons on to her students. She hopes her legacy is that students will also learn to "dream big and slay the dream killers."

Biography:

Dr. Lori A. Barker is a professor in the Psychology and Department at California State Polytechnic University, Pomona (Cal Poly Pomona). She received her BA in psychology from Yale University and her Ph.D. in clinical psychology from UCLA. After receiving her degree, Dr. Barker spent one additional year at UCLA as a National Institute of Mental Health postdoctoral research fellow. Dr. Barker is a licensed clinical psychologist with a private practice in Riverside, California.

Dr. Barker is a fellow of the Western Psychological Association (WPA) and a recipient of their Outstanding Teaching Award. Other awards include Outstanding Advisor, Psi Chi Western Region; the Jose A. Gomez Faculty Excellence Award, Cal Poly Pomona, College of Letters Arts and Social Sciences; Outstanding Advisor, Office of Student Life, Cal Poly Pomona; Professor of the Year, Psi Chi, Cal Poly Pomona Chapter; and Diversity Champion, Cal Poly Pomona. Her primary area of interest is multicultural psychology and she is the co-author of an undergraduate textbook on that subject titled, Multicultural Psychology: Understanding Our Diverse Communities (Oxford University Press). She is also the author of Obama

on Our Minds: The Impact of Obama on the Psyche of America (Oxford University Press). Her research focuses on multicultural attitudes, factors that influence the effectiveness of multicultural education and diversity training programs, and the psychological impact of presidential candidates. Dr. Barker regularly also serves as a diversity, equity and inclusion consultant for corporations, community, and professional organizations.

SOME CAREER SUGGESTIONS

Bernie Weiner (University of California, Los Angeles)

I consider a few behaviors that I regard as instrumental toward academic success.

Biography:

Bernard Weiner is a Distinguished Research Professor at the University of California, Los Angeles. A leading contributor to the field of attribution theory, he has written, co-authored, or edited 16 books and published nearly 250 journal articles and book chapters. The recipient of a Guggenheim Fellowship, his work has been honored by a Donald Campbell Distinguished Research Award from the Division of Personality and Social Psychology and the Edward Thorndike Career Achievement Award by the Division of Educational Psychology, both from the American Psychological Association. He also was awarded the Distinguished Research Award from the Society of Experimental Social Psychology. In addition to these, he holds Honorary Doctorates from the University of Bielefeld, Germany; the University of Turku, Finland; and the University of Manitoba, Canada. He is a member of the National Academy of Education in the United States and the Academy of Arts and Science in Finland.

IT'S ALL GOOD, MAN P. Chris Cozby (California State University, Fullerton)

Meaning in life is a good thing to have. And so is optimism. I will try to use optimism to provide some insights and maybe guidance for the long road from youth to becoming a senior coot.

Biography:

P. Chris Cozby is Emeritus Professor of Psychology at California State University, Fullerton. He received his Ph.D. from the University of Minnesota, Twin Cities and BA from the University of California, Riverside. He is a Fellow of the American Psychological Association and the Western Psychological Association. He served as Executive Officer of WPA from 2008 to 2016. He is the author, with Scott Bates of Utah State University, of Methods in Behavioral Research (14th ed.).

WPA WELCOME RECEPTION & SOCIAL HOUR

5:30 PM - 6:30 PM Ballroom Foyer & Registration Area

FRIDAY, APRIL 29

POSTER SESSION 6

08:00 AM - 09:15 AM Exhibit Hall

SOCIAL ISSUES #1 & SUBSTANCE ABUSE

- THE IMPOSTER PHENOMENON AND IMPLICITTHEORIES OF INTELLIGENCE Anne Duran, Christopher Cisneros (California State University, Bakersfield)
- 2. I'M LUCKY, YOU'RE SKILLED Anne Duran, Garrett Sutton (California State University, Bakersfield)
- ROMANTIC RELATIONSHIPS AND DISABILITY: AN ANALYSIS OF DIVERGENT PERSPECTIVES IN EXPECTATIONS, SUPPORTS, AND BARRIERS Katherine Anderson (California State University, Long Beach)
- 4. THINLY VEILED: THE EFFECT OF RELIGIOUS VEILING ON PERCEPTIONS OF INTIMATE PARTNER VIOLENCE Arianna Stone, Regan A. R. Gurung (Oregon State University)
- CHANGES IN ATTITUDES TOWARDS FIREARMS OVER A DECADE
 1Teresa Anes, 2Magnus Swanson, 1Anthony De Roma, 3Mona Afshar (1Alliant
 International University, 2Alliant International University, Fresno, 3CSPP
 Alliant International University)
- 6. IDENTIFYING WITH PEOPLE OF COLOUR: IMPLICATIONS & CONSEQUENCES Taylor Ho, Regan A. R. Gurung (Oregon State University)

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- 7. PERCEPTIONS OF INSTITUTIONAL BETRAYALAND HEALTH OUTCOMES IN MILITARY SEXUALTRAUMA (MST) SURVIVORS Jacob Calderon, Angela Hart (University of Texas, San Antonio)
- 8. LONELINESS IN THE WORDS OF INTERNATIONAL UNDERGRADUATES Tepkanya Sin, Khanh Bui (Pepperdine University)
- DIVERSITY IS DIVERSE BUT IS IT 'NEURODIVERSE'? A CONTENT ANALYSIS OF WPA PRESENTATIONS 1976-2021 Oriahna Nueske (Pacific University)
- 10. SEXUAL HARASSMENT MYTH ACCEPTANCE AND ENTITLEMENT PREDICT CONCERNS OVER SEXUAL HARASSMENT ACCUSATIONS Emily Connard, Rosemary Rojas, Clarissa Montalvo, Brittany Bloodhart (California State University, San Bernardino)
- II. RACIAL DIFFERENCES OF FEMALE STUDENTS BY POVERTY ON COUNSELORS' REPORTED SCHOOL AVERAGE ACT COMPOSITE SCORES Sana Arakji, Jasmin Fernandez, Arianna Gonzales, Greg Kim-Ju (California State University, Sacramento)
- 12. TRANSGENDER BIAS IN HOUSING DISCRIMINATION
 Alicia Cromer, Dejah Yansen, Danielle Gibala (Northern Arizona University)
- 13. THE DOUBLE STANDARD OF DEFINING GENOCIDE Clara Riggio (The Evergreen State College)
- 14. RACING TO FIND EQUITABLE SOLUTIONS TO END SEXUAL HARASSMENT AND ASSAULT ACROSS TRAIL/ULTRA-RUNNING COMMUNITIES 1Christy Teranishi Martinez, 2Crista Tappan, 1Harley Baker, 3Makayla Edwards, 1Juliane Martinez (1California State University, Channel Islands, 2Consultant and Business Owner/CEO for Dirtbag Runners, 3California State University Los Angeles)
- 15. THE EFFECTS OF SOCIAL MEDIA USE AND SOCIAL MEDIA INFLUENCERS ON BODY DISSATISFACTION AND SELF-ESTEEM OF YOUNG WOMEN Devin Eagan (Dominican University of California)
- 16. THE NEVER ENDING SAGA: REACTIONS TO COVID 19 AMONG THOSE OF COLLEGE AGE Ava Frankovsky, Sarah Romero Pavon, Gregg Gold (California State Polytechnic University)

- OTHERWORLDLY LIMITATIONS: ANALYZING STEREOTYPES OF DISABLED COMIC ARTS CHARACTERS Katherine Anderson, Bridget Le, Ann Vandegrift, Sydney Roberts, Cameron Beurer, Christopher Warren (California State University, Long Beach)
- 18. GIVING VOICE TO STUDENTS OF COLOR'S RACIALIZED EXPERIENCES IN LARGE INTRODUCTORY STEM COURSES Skylar McCarty (University of California, Santa Barbara)
- FIRST-GENERATION COLLEGE STUDENT ACADEMIC ENGAGEMENT AND SELF CARE Mariah Jacobo, Karina Jaimes, Angela Cox, Nichole Jimenez, Alicia Smith, Erin Barrett (California State University, Dominguez Hills)
- 20. HOUSING STATUS AND RISKY HEALTH BEHAVIORS IN RECENTLY INCARCERATED ADULTS 1Elizabeth Schmitgen, 2Robyn Metcalfe, 3John Eddy, 4Michael Lorber (1Sponsors Inc., 2University of Oregon, 3University of Texas, 4New York University)
- 21. THE ROLE OF SELF-PERCEPTION IN LATINO IMMIGRANTS' FEAR OF AUTHORITIES Karla Caldera (Arizona State University)
- 22. THE EXPERIENCES OF FIRST-GENERATION UNIVERSITY
 STUDENTS: NAVIGATING FAMILY RESPONSIBILITIES AND
 STRESSORS ON MENTALHEALTH 1Erick Carranza, 1Alejandra BermudezTorres, 1Omar Ruvalcaba, 1Mariana Marquez, 2E. Lorena Navarro (1California
 State University, Northridge, 2California State University, Long Beach)
- 23. IMPOSTOR PHENOMENON & THE SELF DISCREPANCY THEORY'S OUGHT SELF Anne Duran, Luis Rosas Torres (California State University, Bakersfield)
- 24. DIFFERENCES IN POLITICAL VIEWS AND THEIR OPENNESS TO HARM REDUCTION PRACTICES Kayla Ngo (University of La Verne)
- 25. FAMILY EXPECTATIONS AND CHALLENGES: FIRST-GENERATION LATINX WOMEN EXPERIENCES AS UNIVERSITY STUDENTS Alejandra Bermudez-Torres, Erick Carranza, Mariana Marquez, Omar Ruvalcaba (California State University, Northridge)
- 26. THE INFLUENCE OF SOCIAL-EMOTIONAL LEARNING ON PSYCHOLOGICAL RESILIENCE DEVELOPMENT IN PRE-TEENS Joseph Toland, Adrian Galvan, Kristen Campbell, Ana Ramos, David Chavez (California State University, San Bernardino)

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- 27. DOES REPEATING STEREOTYPES INFLUENCE THE EFFECTIVENESS OF COUNTER-STEREOTYPICAL CORRECTIONS ON IMPLICIT AGE BIAS? Michael Rhodes, Kevin Autry (California State Polytechnic University, Pomona)
- EVALUATING SEL'S IMPACT ON CHILDREN'S INTERNALAND EXTERNALASSETS Sylvia Zuniga, Erick Carrera, Sydney Thompson, Jonathan Castaneda, David Chavez (California State University, San Bernardino)
- 29. SOCIAL MEDIA: A COMPARISON OF LIFE SATISFACTION Laila Cooke-Campbell (Woodbury University)
- 30. DOES NUMBER OF OFFENDERS MATTER? DIFFERENCES IN SOCIAL REACTIONS RECEIVED BY SEXUAL ASSAULT SURVIVORS 1Casey Harris, 2Sarah Ullman (1University of Oregon, 2University of Illinois, Chicago)
- 31. GROUP DIFFERENCES IN THE PERCEPTION OF THE TERM DIVERSITY MAY INFLUENCE THE EFFECTS OF PRO-DIVERSITY MESSAGES
 Patrizia Chirco, Sabine Sczesny (University of Bern)
- 32. THE RELATIONSHIP BETWEEN LOCUS OF CONTROL TOWARDS ENDORSEMENT OF COVID-19 CONSPIRACY SUSPICIOUSNES Adam Anderson (Alliant International Universit, Fresno)
- 33. THE IMPACTS OF IDENTITY ON PERCEIVED SOCIAL STATUS ASSIGNMENT IN CHILDREN Maddie Price, Augustine Provencio, Aline Hitti, Sabrina Ortiz, Emily Flores (University of San Francisco)
- 34. THE RELATIONSHIP BETWEEN EDUCATION LEVELAND DISAPPROVAL OF DRUG USE Alexandra Gutierrez (University of La Verne)
- THE RELATIONSHIP BETWEEN EDUCATION LEVELAND FAMILIARITY OF DRUGS Alexandra Gutierrez (University of La Verne)
- THE RELATIONSHIP BETWEEN POLITICAL VIEWS AND DISAPPROVAL OF DRUG USE Alexandra Gutierrez (University of La Verne)
- 37. BELIEF IN SCIENCE IS ASSOCIATED WITH ALCOHOL USE Shima Esmaeili, Megan Tsutakawa, Rachel Bench, Christopher Costanza, Luci Martin (University of La Verne)

- 38. THE RELATIONSHIP BETWEEN POLITICAL STANCE AND OPINIONS OF DRUG USE AND PARENTING Alexandra Gutierrez (University of La Verne)
- 39. MDMA USE MODERATES THE RELATIONSHIP BETWEEN AGE, THERAPY ENROLLMENT, AND EMOTIONAL DISTRESS Hannah Cooper, Chloe Adams, Jacob Pratt, Deereen Sabetan-Kafi, Amie Haas (Palo Alto University)
- 40. EXAMINING THE ROLE OF SELF-FORGIVENESS IN THE REDUCTION OF ALCOHOL MISUSE: A SYSTEMATIC REVIEW Tara Shultz (Alliant International University)
- 41. ALCOHOL MISUSE AND DISTRESS TOLERANCE: LOOKING PAST THE MONOLITH OF ASIAN AMERICAN Gail Manalastas, David Matsumoto (San Francisco State University)
- 42. ALCOHOLAND MARIJUANA USE, CO-USE, AND PROBLEMS
 USE AMONG COLLEGE STUDENTS: DIFFERENCES BY STATE
 RECREATIONAL MARIJUANA LEGALIZATION Samantha Reed, David
 Kerr (Oregon State University)
- 43. THE RELATION BETWEEN NEIGHBORHOOD SAFETY,
 PSYCHOLOGICAL DISTRESS AND E-CIGARETTE USAGE IN
 ADOLESCENTS Sarah Cabrera, Argero Zerr (California State University,
 Channel Islands)
- 44. DRINKING MOTIVES, ALCOHOL INVOLVEMENT, AND CONSEQUENCES AS THEY RELATE TO GENDER AND ETHNICITY Emily Kelly, Chloe Adams, Nicole Khauli, Valeria Martini, Amie Haas (Palo Alto University)
- 45. ADULT ATTITUDES ON HARM REDUCTION Zachary Hesse (University of La Verne)
- 46. THE EFFECT OF ANNUAL INCOME ON HARM REDUCTION ATTITUDES Heather Curtis (University of La Verne)
- 47. MOTIVES FOR TARGETING OTHERS DURING DRINKING GAMES: IS THERE A DIFFERENCE AMONGST GENDERS? Jacob Pratt, Chloe Adams, Joseph Razo, Amie Haas (Palo Alto University)

- 48. HARM REDUCTION Maria Reynoso (University of La Verne)
- 49. CONSUMPTION OR BEHAVIORS? RETHINKING OPTIMAL PREDICTORS FOR PROBLEMATIC DRINKING IN COLLEGE STUDENTS Chloe Adams, Emily Kelly, Nicole Khauli, Amie Haas (Palo Alto University)
- 50. THE BOUNDARIES OF NARRATIVE EMPATHY THEORY Crystal Wallace, University of Portland, Portland

WPA STUDENT COUNCIL MEETING

8:30 - 9:45AM

Chair: Kan Gill

PAPER SESSION

08:30 AM - 09:30 AM Salon A

SPIRITUALITY, RELIGION, SOCIAL IDENTITIES

Chair: Chang-Ho Ji (La Sierra University)

08:30 SPIRITUALITY AMONG TRANS & GENDER DIVERSE INDIVIDUALS: PROTECTIVE FACTORS AGAINST GENDER-RELATED STRESS

Alejandra Sanchez (California State University, Fullerton)

o8:45 PROTESTANT WORK ETHIC IN WORK ENGAGEMENT AND JOB PERFORMANCE: A CROSS-RELIGIOUS STUDY Chang-Ho Ji, Gidion Tambuan (La Sierra University)

09:00 THE LINK BETWEEN RELIGION, SPIRITUALITY, AND PSYCHOLOGICAL OPTIMISM: THE MEDIATING ROLE OF ETHNIC SOCIAL IDENTITY Chang-Ho Ji, Vy Cao (La Sierra University)

09:15 DEVELOPING A SCALE TO MEASURE THE
MULTIDIMENSIONALITY OF FEMINIST SOCIAL IDENTITY
1 Jaclyn Siegel, 2Rachel Calogero (1San Diego State University, 2Western University)

STATISTICS WORKSHOP

08:30 AM - 10:30 AM Mount Hood | CE Available

CORRELATIONAL INQUIRY AND METHODOLOGY FOR THE ANALYSIS OF CORRELATION PATTERNS WITHIN AND BETWEEN GROUPS

Rachel Fouladi (Simon Fraser University)

Chair: Chris Aberson, Cal Poly Humboldt

Many interesting research questions can be posed about how variables are associated with each other within a given group as well as between groups. Over the years there have been a number of methodological papers published with examples of scenarios for how to address these types of research questions, however, very few textbooks provide any coverage of these methods. Although correlational inquiry is commonly brought up for analyses of observational data, it can also be applied in experimental contexts. In this interactive workshop, we will a) review some examples of interesting research questions regarding correlational patterns for single group as well as for multi-group scenarios, b) discuss some analytic options, c) demonstrate the use of different analytic strategies, d) discuss strategies for specification of follow-up analyses of these data in ways that are logically and statistically sound.

Biography:

Rachel Fouladi is an Associate Professor in the Department of Psychology of Simon Fraser University, where she has been a faculty member since 2003, teaching courses in statistical methodology and questionnaire critique/design. Prior to joining Simon Fraser University, she was faculty at University of Texas M.D. Anderson Cancer Center in the Department of Behavioral Sciences and University of Texas-Austin in the Department of Educational Psychology. She is currently a member of the WPA Council of Representatives; a member of the Executive Committee of Division 5 of the APA (Quantitative and Qualitative Methods); and active as a member of SMEP, AMENA-Psy and SIP. Trained at the University of British Columbia as a quantitative psychologist, her varied work and interests have expanded over the years to include a variety of methodologies. Although her research has taken her in many directions and she regularly advocates for a mixed-method approach to inquiry in her advanced undergraduate/graduate student teaching, one of her longstanding areas of interests and key areas of expertise is in the analysis of correlations patterns among quantitative variables, which she will share in the current workshop.

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PSI CHI

09:15 AM - 10:15 AM Salon F

PSI CHI DISTINGUISHED SPEAKER

THE BENEFITS OF CROSSING THE SOCIAL CLASS DIVIDE

Nicole Stephens, Kellogg School of Management, Northwestern University

Chair: Louise Chim, University of Victoria, Victoria, Canada

Social class represents one of the most significant cultural divides that people confront in the United States today. Given unprecedented levels of inequality and division, higher education is one of the few spaces that affords the opportunity to have meaningful interactions across the social class divide. The current project examines why college students so rarely interact across social class and how to facilitate more frequent and beneficial interactions. First, we find that students from middle-class backgrounds (compared to students from working-class backgrounds) experience cross-class interactions as more threatening than same-class interactions. Second, given the threat associated with these interactions, we find that students interact far less frequently across social class than one would expect given the diversity available in the college environment. Nevertheless, when these interactions do occur, they are associated with benefits for working-class students' belonging and grades. Third, in a novel intervention on four college campuses, we examine whether we can causally produce these benefits by creating structured and meaningful cross-class interactions for incoming students.

Biography:

Nicole M. Stephens is the Jeanne Brett Chair in Negotiations at the Kellogg School of Management at Northwestern University. She received her Ph.D. in psychology from Stanford University. Her research highlights the role of culture as a powerful and frequently neglected factor in motivating and explaining human behavior. Currently her work examines the role of culture as both a source of and solution to inequality. She has two streams of research. One line reveals how mismatches between the dominant cultures of organizations and the cultures of underrepresented groups in those organizations can fuel inequality. For example, she investigates how the individualistic culture of higher education can increase stress, reduce fit, and undermine the performance of students who are the first in their families to attend college (i.e., first-generation college students). A second line

of research leverages this understanding of culture to design and test theoretically informed interventions to improve underrepresented groups' opportunities to succeed in organizations. For example, in experimental interventions, she shows that creating an organizational culture that includes the experiences and perspectives of first-generation college students, racial minorities, or women can improve these groups' fit, engagement, and performance.

SYMPOSIUM

09:30 AM - 10:45 AM Salon I | CE Available

THE ON-AND-OFF-AGAIN OF FACEMASKS IN THE COVID-19 PANDEMIC

Lynette Bikos, Paul Youngbin Kim, Linda Montaño, Charlene Hack, Ashley Righetti, Jaylee York, Clara O'Brien (Seattle Pacific University)

In late February 2020, the U.S. Surgeon General insisted facemasks were not helpful for the general public. The CDC held firm on this advice until April. Since those recommendations, there has been political division, interpersonal strife, and general confusion. Our symposium includes three presentations about facemasks in the U.S. All analyses are pre-registered with the OSF. The first two present data from 93 maskmakers (98% female; 88% White) who contributed more than 5,000 hours to produce more than 20,500 facemasks. The data were collected weekly, across 12 weeks. Positioning maskmaking as a calling, we are analyzing the predictors and outcomes in light of the work as calling theory (WCT; Duffy et al., 2018)

Our first presentation tests predictors that lead to living a calling. Specifically, we present the results of a multilevel analysis that will evaluate person-environment fit (as assessed by RIASEC congruence of the maskmaker to the task; Armstrong et al., 2008) as a mediator between perceiving a calling and living out a calling (as assessed by weekly hours and masks produced).

Our second presentation focuses on outcomes from living a calling. Our presentation will report on multilevel analyses that evaluate the effect of living a calling (i.e., maskmaking productivity and hours of engagement) on affective well-being moderated by resilient coping and psychological climate (perceived stigma while wearing a mask).

In our third presentation we pivot to the experience of wearing facemasks. Participants (N = 193; 84% White) in our longitudinal, 12-wave study contributed 1,462 observations from April of 2020 to September 2021. Using multilevel modeling, we will report the result of a moderated mediation that evaluates the relationship between experienced stigma from wearing a facemask (IV) to positive affect (DV), mediated by frequency of mask-wearing (M). The relationship between experienced stigma (IV) and mask-wearing (M) will be moderated by geopolitical context (W). In separate analyses, geopolitical context will be represented by county-level data assessing (a) percent voting Republican in the 2020 Presidential election and (b) percent of weekly COVID cases.

MASKMAKING AS CALLING PART I: PERCEIVING AND RESPONDING TO A CALLING Linda Montaño (Seattle Pacific University)

MASKMAKING AS CALLING PART II: THE EFFECTS OF LIVING THE CALL Charlene Hack (Seattle Pacific University)

MASK OR NO MASK? EXAMINING THE EFFECTS OF FACEMASK WEARING STIGMA AND GEOPOLITICAL CONTEXT ON WELL-BEING Ashley Righetti, Jaylee York, Clara (Thea) O'Brien (Seattle Pacific University)

Discussant 1: Paul Youngbin Kim, Seattle Pacific University

POSTER SESSION 7

09:30 AM - 10:45 AM Exhibit Hall

SOCIAL/PERSONALITY #1

- STEREOTYPES AFFECT VISUALIZATIONS OF MIGRANTS Mirka Dirzo (University of California, Davis)
- 2. CRIMINOLOGY: COULD ISOLATION AND EMOTIONAL INTELLIGENCE PREDICT AGGRESSIVE BEHAVIOR? Wesam Mansour (Woodbury University)
- PERSEVERANCE TO A POINT: DOES GRIT INTERFERE WITH HELP-SEEKING IN FIRST-GENERATION COLLEGE STUDENTS?
 Sara Zuniga, Kanvarbir Gill, Jose Gonzalez-Ayala, Genavieve Chambers, Patrick Johnson (California State University, Chico)

- 4. THE INTERACTION EFFECT OF PERSONALITY AND FRAMING ON RISKY DECISION MAKING Addison Duvall (Whitman College)
- VOLITIONAL PERSONALITY CHANGE ACROSS A STUDY ABROAD EXPERIENCE 1Maya Hansen-Tilkens, 2Andrew Argaza, 3Noriko Odagiri, 2Erik Noftle (1Oregon State University, 2Willamette University, 3Tokyo International University)
- 6. THE EFFECTS OF SOCIAL MEDIA USAGE AND SOCIAL COMPARISON ON YOUNG ADULTS SELF-ESTEEM Alexandra Hernandez (Woodbury University)
- ARE DESSERTS LIKE LOSSES? A REPLICATION OF MARTIN ET AL. (2016)
 Dylan Martirano, Abraham Rutchick (California State University, Northridge)
- 8. AN EVALUATION OF THE SUPPORT SYSTEMS OF FORMER AND NON-FORMER FOSTER YOUTH DURING EMERGING ADULTHOOD Isabella Dickson (University of San Francisco)
- CULTURAL MISMATCH AND ROLE INCONGRUITY IN THE JUDICIARY: A THEMATIC ANALYSIS OF INTERVIEWS WITH AMERICAN JUDGES Elizabeth Schaefer, Ellen Carroll (University of Arizona)
- 10. EXPLORING WHAT PEOPLE REGARD AS COMPASSIONATE IN CHINESE AND U.S. AMERICAN CONTEXTS Jia Seow, Eleanore Carper, Birgit Koopmann-Holm (Santa Clara University)
- II. WHAT BIG FIVE PERSONALITY TRAITS CORRELATE WITH ENHANCING STRESS MINDSET? Adamantia Kellaris, Brandon Ward, Olivia Schultz, Sarah Kurd, Ameer Almuaybid (Oregon State University)
- 12. INFLUENCES ON THE PATH TO LIFE SATISFACTION: A SERIAL MEDIATION MODEL OF ADULT ATTACHMENT, EMOTIONAL INTELLIGENCE, EMOTION REGULATION, AND DISPOSITIONAL RESILIENCE 1Misa Shimono, 2Jisun Jeong, 1Brent Mallinckrodt, 3Debora Baldwin (1Western Washington University, 2Korea University, Graduate School of Education, 3University of Tennessee)
- TRANSCENDENCE FROM SEXUAL ASSAULT USING A SOCIAL PSYCHOLOGICAL MODEL Zeltzin Estrada-Rodriguez, Luis Vega (California State University, Bakersfield)

- 14. OVERRIDING BIOLOGICAL DEFENSES THROUGH SELF-CATEGORIZATION: THE PARTISAN DIVIDE OVER COVID-19 Edwin Rosales-Vijil, Zoë Royer, Logan Ashworth, Amanda Hahn, Amber Gaffney (California State Polytechnic University, Humboldt)
- 15. LET'S TALK ABOUT SEX: COLLEGE STUDENTS' DESCRIPTIONS OF INITIATING FRIENDS WITH BENEFITS RELATIONSHIPS Angela Hart, M.A., Jacob Calderon, Rebecca Weston (University of Texas, San Antonio)
- 16. THE EFFECTS OF PETATTITUDES ON RELATIONSHIPS BETWEEN PETS & PEOPLE 1Jack Krizizke, 2Katherine Aumer, 3Michael Erickson, 4Marc Jaksuwijitkorn, 3Jennifer Abb (1Antioch University Seattle, 2University of Hawaii, West Oahu, 3Hawaii Pacific University, 4Roosevelt University)
- 17. RELIGIOSITY: LINKS WITH MAJOR TRAITS OF PERSONALITY Tatev Sarkissyan, Heidi Riggio, Ivan Rodriguez, Eileen Rodriguez (California State University, Los Angeles)
- PHYSIOLOGICAL SYNCHRONY AMONG NEWLY DATING COUPLES Sierra Warner (University of Utah)
- 19. WESTERN AND MIDDLE EASTERN DIFFERENCES IN SELF-REPORTED EMOTIONAL EXPRESSIVITY MEDIATED BY INDIVIDUAL-LEVEL CULTURE Haneefa Murad, David Matsumoto (San Francisco State University)
- 20. TESTING THE PREDICTIONS OF CHAPMAN'S FIVE LOVE LANGUAGES THEORY Shannan Field, Sabrina K. Jackson-Zambon, Channing Clemons, Sharon Flicker (California State University, Sacramento)
- 21. "COME TOGETHER" SOCIAL CONNECTEDNESS AMONG PACIFIC UNIVERSITY UNDERGRADUATES Richard Fairbanks, Whitney Groeger, Heide Island, Declan Bartel (Pacific University)
- PERSONALITY PROFILE OF RAPIST ON THE MMPI-2 Ralph Carlson, Hilda Medrano, Cindy Olvera, Carlo Flores (The University of Texas Rio Grande Valley)
- 23. AN EXAMINATION OF ATTACHMENT STYLE AND DEPRESSIVE SYMPTOMS FOLLOWING A RECENT BREAKUP Daniel Weidler, Ashley Harper, Ani Steinhardt, Alyssa Clevinger (Northern Arizona University)

- 24. "I DEFINITELY GAINED THE COVID-19." THE INFLUENCE OF THE NOVEL CORONAVIRUS PANDEMIC ON BODY TALK AMONG COLLEGE STUDENTS Rosalie Dillon, Kathryn Bruchmann, Brianna Wingard, Kayla Neumann, Charlotte Parque, Sarah Zasso (Santa Clara University)
- STUDYING PROPENSITY FOR VIOLENCE BASED ON ONE'S FACE Meghan Burkert (California State Polytechnic University, Humboldt)
- 26. INFLUENCE OF BIG FIVE TRAITS ON ETHNOCULTURAL EMPATHY 1Christine Hujing, 1Desheane Newman, 2D. Alexis Uehline, 1Matthew Yalch (1Palo Alto University, 2Ball State University)
- 27. AVOIDED NEGATIVE AFFECT AND THE IMPACT BIAS Alyssa Bergmann, Jordan Rodrigues, Nnenna Kerrie Uche, Birgit Koopmann-Holm (Santa Clara University)
- 28. ETHNICITY AND PERCEPTIONS OF WORK MOTIVATION Glenn Jackson (California State University, Northridge)
- 29. WASH YOUR HANDS, WEAR A MASK, AND KEEP YOUR DISTANCE: VALIDATION OF THE PANDEMIC HEALTH BEHAVIORS SURVEY Amy Cole (California State University, Sacramento)
- 30. THE INFLUENCE OF HAPPINESS ON THE PERCEPTIONS OF INGROUP AND OUTGROUP STEREOTYPES Diego Gomez, Arlene Asuncion (San Jose State University)
- 31. THE EFFECT OF WORKING MEMORY LOAD ON SELF-CONCEPT Theo Meyer, Megan Morillas, Elaina F. Hupe, Karl Oswald (California State University, Fresno)
- 32. PERSONALITY FACTORS AND THEIR INFLUENCE ON STUDENT ENGAGEMENT WITHIN COLLEGE CAMPUSES AMIDSTTHE COVID-19 PANDEMIC Tyler Wong, Ruth Castillo, Sofia Parrish, Brittany Kester, Shireen Aryan (Irvine Valley College)
- 33. INFLUENCES OF PARENTING STYLES ON LIKELIHOOD TO ENGAGE IN RACIST BEHAVIOR Johana Figueroa, Nallely Gomez, Guadalupe Lopez Alvarez, Hannah Singh, Deborah Forester (California State University, Stanislaus)

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- 34. TO STYLE OR NOTTO STYLE: PERSONALITY AND "STYLE SELF-EFFICACY" Amber Ahsan, Alicia Hu, Ashley Jane Pagador, Michael Cassens (Irvine Valley College)
- 35. INFLUENCE OF DEFENSIVE STYLES ON BORDERLINE PERSONALITY DISORDER SYMPTOMS 1Shaune-Ru Wang, 2Alytia Levendosky, 1Matthew Yalch (1Palo Alto University, 2Michigan State University)
- 36. ATTACHMENT SECURITY, SENSE OF BELONGING, AND DEPRESSIVE SYMPTOMS AMONG SEXUAL MINORITY ADULTS: A MODERATED-MEDIATION MODEL Olivia Liponis, Abigail Bergey (Whitman College)
- 37. PSYCHOPATHY AND MORAL DECISION MAKING: WOULD A PSYCHOPATH KILL ONE TO SAVE FIVE? Demi Kourtesi, Stephen Benning (University of Nevada, Las Vegas)
- 38. FROM HIS MOUTH: HOW PERPETRATOR RESPONSES TO A SEXUAL ASSAULT ACCUSATION SHAPE PERCEPTIONS OF VICTIMS Aubrie Patterson, Camille Fogel, Kira Means, Allison Schwam, Alex Czopp, Kate McLean, Brianna Delker (Western Washington University)
- A GUILTY WORLD: A LOOK INTO GUILT SEVERITY DIRECTED TOWARDS CLOSE RELATIONSHIPS Alyssa Reed (University of Portland)
- 40. THE EFFECT OF COPING STRATEGIES AND POLITICAL VIEWS ON CONSPIRACY THEORY BELIEFS Austin Berardi, Sandra Vermeulen (Thompson Rivers University)
- 41. EVALUATING RISK AND PROTECTIVE FACTORS DURING THE COVID-19 HEALTH CRISIS 1Ashley Tedesco, 2David Han (1San Jose State University, 2University of Oregon)
- 42. WHAT'S IN IT FOR ME? PERSONAL RELEVANCE OF INTERNATIONAL SERVICE LEARNING 1Danica Mavroudis, 2Jae Paik, 1Shinchieh Duh (1San Jose State University, 2San Francisco State University)
- 43. "I WOULD NOT SAY SUCH THINGS IF I WERE YOU:" PERCEPTIONS OF BLACK VS. WHITE SPEAKERS OF OFFENSIVE COMMENTS Alex Czopp (Western Washington University)
- 44. ADULT ATTACHMENT STYLES, AFFECTIONATE TOUCH, AND RELATIONSHIP SATISFACTION Grace Nechanicky, Robert Boeckmann (University of Alaska, Anchorage)

45. THE DEFENSIVE NATURE OF CHRISTIAN FUNDAMENTALISM 1Harley Baker, 2Brigid Wheeler (1California State University, Channel Islands, 2University of Texas, Austin)

SYMPOSIUM

09:30 AM - 11:00 AM Salon B/C

FACILITATING THE SOCIAL ADJUSTMENT OF LATINX COLLEGE STUDENTS

Chair: Jessica Dennis (California State University, Los Angeles)

The number of Latinx individuals entering college continues to increase in the United States. This symposium will start with a profile of the strengths and challenges that characterize this group. Theories focused on college student development emphasize the importance of social integration in addition to social capital for maintaining resilience and persistence in academic settings. We will discuss conceptualizations of social adjustment across contexts for college students and consider the ways in which support from family, peers, and the institution can promote the personal skills and attitudes needed for college success and well-being. The first two papers examine relationships with peers, including experiences of marginalization, as well as correlates of sexual behaviors. The last two presentations focus on sources of support that promote adjustment among Latinx college students. The symposium concludes by discussing the implications of these studies interventions to facilitate the social adjustment of Latinx college students.

COLORISM AND INTRAGROUP MARGINALIZATION AMONG LATINO COLLEGE STUDENTS Cynthia Martinez, Angela Navata, Maria Duque (California State University, Los Angeles)

PREDICTORS OF HOOKUP BEHAVIORS AMONG LATINX COLLEGE STUDENTS Yushan Zhao, Christinalee Houseman (California State University, Los Angeles)

SOURCES OF SOCIAL SUPPORT AND THE ADJUSTMENT OF LATINX COLLEGE STUDENTS 1 Claudia Ocholski, 2 Maira Lopez, 3 Olajide Bamishigbin (1 California State University, Los Angeles, 2 University of California, Santa Barbara, 3 California State University, Long Beach)

FIRST GENERATION LATINO/A COLLEGE STUDENTS' ATTITUDES TOWARD HELP-SEEKING Judith Bracamontes, Minna Suomi, Andrew Chavez (California State University, Los Angeles))

Discussant 1: Andrew Chavez, California State University, Los Angeles

Discussant 2: Jessica Dennis, California State University, Los Angeles

DISTINGUISHED SPEAKER

10:00 AM - 11:00 AM Salon E | CE Available

INTERGROUP RESPONSIVENESS IN ORGANIZATIONAL DEI INITIATIVES: A FRAMEWORK TO MOVE FROM STAGNATION & BACKLASH TO JUSTICE & INCLUSION

Tessa Dover (Portland State University)

Chair: Kimberly Kahn (Portland State University)

The past decade of research on organizational diversity, equity, and inclusion (DEI) initiatives suggests that despite substantial investment of goodwill and resources, several unintended consequences limit their efficacy. In this talk, I will first review some of the empirical work exploring the unintended consequences of organizational DEI initiatives. These range from defensiveness and backlash to tokenism concerns, delegitimization of discrimination claims, unfulfilled promises, and even anti-minority shifts in hiring recommendations. I will then propose a framework of intergroup responsiveness that may prove useful for DEI practitioners seeking to minimize the unintended consequences of their initiatives. Specifically, I will integrate theory on interpersonal responsiveness into an intergroup context, arguing that successful DEI within organizations might mirror the three key processes of interpersonal responsiveness: (1) Accurately identifying the need of the underrepresented group, (2) Providing an appropriate response to the identified need, and (3) Assessing whether the need was appropriately met via feedback from the underrepresented group. This framework conceptualizes DEI efforts as an iterative, responsive practice that centers the priorities and perceptions of underrepresented groups. The framework can also be applied to intergroup allyship more generally, and can help individuals and organizations identify barriers to responsiveness that might be hampering their DEI efforts.

Biography:

Dr. Tessa L. Dover is an applied social psychologist at Portland State University. Her work investigates stigma, discrimination, inequality, and health, with a focus on how members of both advantaged and disadvantaged groups think about, respond to, perpetuate, and seek to dismantle inequities.

PAPER SESSION

10:00 AM - 11:00 AM Salon D

CHILDHOOD

Chair: Lauren Dial (California State University, Fresno)

10:00 CHILDREN'S AND PARENTS' EVALUATIONS OF DECEPTIVE FOODS

ILauren Dial, 2Dara Musher-Eizenman (ICalifornia State University, Fresno,2Bowling Green State University)

10:15 ADVERSE CHILDHOOD EXPERIENCES AND RESILIENCE: THE MEDIATING ROLE OF SLEEP

Madisen Hillebrant-Openshaw, Maria Wong (Idaho State University)

10:30 DEVELOPMENTAL ASSETS AS PREDICTORS OF PROGRAM ATTENDANCE AND PROGRAM EXPERIENCES IN PYD INFORMED AFTER-SCHOOL PROGRAMS

Hartrisha Dhindsa, Tiffany Berry, Michelle Sloper (Claremont Graduate University)

10:45 EXPLORING CHILDHOOD ADVERSITIES AND SOCIAL SUPPORT AMONG LATINX YOUNG ADULTS USING A QUALITATIVE METHODS APPROACH

Sarah Chavez, Mark Reed (San Diego State University)

SYMPOSIUM

10:00 AM - 11:00 AM Salon A

MASTERING APA STYLE STUDENT WORKBOOK

Hayley Kamin (American Psychological Association)

APA Style guidelines provide a foundation for effective scholarly communication that enable students to communicate in a clear, precise, and inclusive manner. Thus, enhancing instruction on APA Style is essential to academic and professional success. Digital workbooks offer many elements that facilitate the learning of APA Style, while also producing enhanced learning outcomes and higher student satisfaction compared to print workbooks or traditional lectures.

This session will discuss the learning science behind a new digital tool for teaching and learning APA Style—the Mastering APA Style Student Workbook. Delivered on VitalSource's Acrobatiq online learning platform, the workbook provides comprehensive coverage on the basic elements of APA Style, promotes engagement and persistence using 12 interactive question types, and tracks student- and course-level performance via rich data analytics.

Analyses are currently in progress to evaluate the workbook's different types of recall and recognition questions in a sample of 100 students. Mixed effects logistic regression models are used to control for student and institutional covariates and compare questions on three key performance metrics: engagement (whether students chose to answer the question), difficulty (whether students answered correctly on first attempt), and persistence (whether students continued until they reached the correct answer).

Results are expected to replicate previous research showing recall-type questions (e.g., fill in the blank, ordering, drag and drop) are more difficult for students than are recognition-type questions (e.g., multiple choice, multiple select, pulldown) and associated with reduced engagement and persistence. Quantitative analyses will be complemented by a qualitative discussion of how completing the workbook enhances students' recall and application of APA Style guidelines and ways that instructors and other faculty can leverage the workbook's interactive features and data analytics to help students learn.

Findings from this study will strengthen knowledge of the mechanisms by which the workbook enhances students' recall and application of APA Style guidelines and the specific question types that are most conducive to learning. The session will also provide instructors with ways to capitalize on the workbook's interactive features and data analytics to help students learn APA Style in the aim of strengthening their scholarly writing and critical thinking.

PT@CC/CABE

10:00 AM - 11:45 AM Mt. Saint Helens

INNOVATIVE TEACHING WORKSHOP

Chair: Vivian McCann (Portland Community College)

SOCIAL JUSTICE TEACHING TECHNIQUES: THE SELF, THE CLASSROOM COMMUNITY, AND THE CURRICULUM Emerson Wolfe, Ericka Goerling (Portland Community College)

Due to the injustices and inequalities plaguing our society, this workshop will build upon the pressing needs for change illuminated by social justice activists by inviting psychology instructors to develop skills to rise up and to make critical shifts to our teaching practices. Participants in this training will create a personalized and realistic plan to implement culturally responsive teaching practices in the classroom by embarking on a three-part journey exploring themselves, teaching techniques to foster a supportive classroom climate, and the curriculum. A recurring theme will be increasing self-efficacy through the development of skills, so faculty members can feel confident making changes to their teaching styles and curriculum. Self-reflection prompts, culturally responsive teaching strategies, and curriculum development techniques will be discussed through interactive activities, small group breakout sessions, and project-based learning. Participants will develop a plan to apply at least one social justice concept to their teaching practices by the end of this session.

DISTINGUISHED SPEAKER

10:45 AM - 11:45 AM Salon F | CE Available

Sara D. Hodges (University of Oregon)

Chair: Jeff Ramdass (Claremont Graduate University)

Our current social lives are full of people in need and polarized opinions. Sounds like a job for perspective taking! Or perhaps not: Recent research has challenged the previously presumed powers of perspective taking. In lab studies, a careful look at a long-used perspective-taking manipulation shows no effect on empathic concern. Studies manipulating perspectives across inter-group divides sometimes find perspective taking increases – rather than shrinks – the distance between in- and outgroup members. And a set of accounts of spontaneous perspective taking reveal little

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PROBING THE PRESUMED POWERS OF PERSPECTIVE TAKING

to do with empathic concern or conciliation, and instead reflect more curiosity and confusion. However, this last finding may hold a clue to perspective taking's power to create change for the better. Positive outcomes from perspective taking may require realizing not just that two people have different viewpoints, but also realizing how those two viewpoints can exist on the same map.

Sara Hodges is a professor of psychology at the University of Oregon. A common theme running through much of her research is the relationship between the self and other in interpersonal understanding and judgments – in perspective taking, in empathic accuracy (people's ability to accurately infer what others are thinking and feeling), and in social comparison. She is a recipient of the University of Oregon's Herman Award for distinguished teaching and a member of the advisory board for S.A.I.L. (Summer Academy to Inspire Learning, a program designed to encourage high school students from diverse backgrounds to pursue college).

2021 WPA TEACHING AWARD ADDRESS

11:00 AM - 12:00 PM Mount Hood

REFLECTIONS ON TEACHING (AND NOT TEACHING) PSYCHOLOGICAL STATISTICS

Chris Aberson (California State Polytechnic University, Humboldt)

Chair: Terry Cronan (San Diego State University)

I taught my first undergraduate statistics course in 1995 and my first graduate stats course in 1997. I have taught nothing but methods and statistics since. This talk chronicles my evolution as a teacher and includes highly opinionated suggestions that ideally will encourage faculty to reflect on their own teaching practices. Topics covered include ditching the math (mostly), teaching in the context of psychological research, fully integrating computing, embracing change, teaching what students need rather than what you are comfortable teaching, moving away from textbooks, and keeping current. The talk will also address changes to my position that have taken me out of the classroom and how the pandemic changed my teaching approaches.

Biography:

Chris Aberson is currently Professor and Chair of Psychology at Cal Poly Humboldt (the university formerly known as Humboldt State University). He earned his Ph.D. at the Claremont Graduate University in 1999. His research interests in social

psychology include prejudice, racism, and attitudes toward affirmative action. His quantitative interests focus on statistical power. He currently serves as Editor-in-Chief for Analyses of Social Issues and Public Policy (ASAP). His book, Applied Power Analysis for the Behavioral Sciences (2nd edition) and the accompanying R package pwr2ppl, were published in 2019.

SYMPOSIUM

11:00 AM - 12:15 PM Salon I | CE Available

DACA STUDENTS: THE JOURNEY FROM CHILDHOOD TO HIGHER EDUCATION

Lorraine T. Benuto, Francisco Reinosa Segovia, Alan Garcia, Rosy Chavez Najera, Jorge Cao Noya, Cyndy Soto, Monica Zepeda, Cossette Canovas, Stephanie Reyes, Natalia Duda, Haylee Lafrentz, Brandon Hunley (University of Nevada, Reno)

The negative consequences of being undocumented permeates all aspects of an immigrant's well-being. The Deferred Action for Childhood Arrivals (DACA) program was established by the Obama Administration in June 2012. DACA provides temporary relief from deportation and eligibility for a work permit to undocumented immigrants who have met eligibility requirements. While DACA represented a step in the right direction, challenges with this legislation have manifested particularly with the Trump era administration and even more recently with the federal judge's ruling that DACA is "unlawful." DACA recipients are unique from other immigrant groups as on the one hand, they are "protected" yet on the other hand, they experience many of the challenges that other immigrant groups experience. This has been referred to as DACA-limited. In this symposium we present data on DACA recipients' experiences, mental health, and well-being.

LIFE AS AN UNDOCUMENTED IMMIGRANT: STORIES OF LATINX STUDENTS BROUGHTTO THE U.S. AS CHILDREN Francisco Reinosa Segovia, Alan Garcia, Maycee Labo, Lorraine Benuto (University of Nevada, Reno

ENTERING EDUCATIONAL INSTITUTIONS: A QUALITATIVE EXAMINATION OF DACA STUDENTS' STORIES Rosy Chavez Najera, Jorge Cao Noya, Kristen Gee, Lorraine Benuto (University of Nevada, Reno

STRESS, ANXIETY, & DEPRESSION: THE CASE FOR LATINX DACA STUDENTS Cyndy Soto, Hayley Lafrentz, Brandon Hunley, Lorraine Benuto (University of Nevada, Reno)

ACCULTURATION AS A PREDICTOR OF DACA STUDENTS' STRESS Monica Zepeda, Stephanie Reyes, Lorraine Benuto (University of Nevada, Reno)

RACE-BASED TRAUMATIC STRESS: THE COMPOUNDING EFFECT OF MULTIPLE STIGMATIZED IDENTITIES Cossette Canovas, Natalia Duda, Sydney Lu, Lorraine Benuto (University of Nevada, Reno)

Discussant 1: Cyndy Soto, University of Nevada, Reno

POSTER SESSION 8

11:00 AM - 12:15 PM Exhibit Hall

HEALTH/MEDICAL #1 & STRESS/ANXIETY

- MENTAL HEALTH OF COLLEGE STUDENTS DURING THE COVID 19 PANDEMIC Georgia Lundeen (University of Portland)
- COVID-19, EMOTIONAL DISTRESS, AND FRAUD 1Sophia Liles, 1Archa Dileep, 1Hannah Lak, 1Judith Zhao, 2David Hengerer, 1Stacey Wood (1Scripps College, 2Claremont Graduate University)
- 3. ETHNIC/RACIAL AND SEXUAL MINORITY GROUP DIFFERENCES IN LIFETIME STRESSOR EXPOSURE AND MENTAL HEALTH ILeela Mohan, 2Luis Parra, 3Chandler Spahr, 4Jeremy Goldbach, 5Bethany Bray, 6Michele Kipke, 1George M. Slavich (1University of California, Los Angeles, 2Washington University, St. Louis, Brown School of Social Work, 3University of California, Riverside, 4Washington University, St. Louis, 5University of Illinois, Chicago, 6Department of Pediatrics, Keck School of Medicine at USC & Children's Hospital Los Angeles)
- 4. PREDICTORS OF FRONTLINE HEALTHCARE PROVIDERS' ANXIETY AND GUIDELINE ADHERENCE FOLLOWING THE COVID-19 PANDEMIC 1Denise Nguyen, 2Gilly Koritzky, 3Erika Widera (1Chicago School of Professional Psychology, Anaheim, 2Chicago School of Professional Psychology, Irvinec (ASPP), 3The Chicago School of Professional Psychology)
- THE EFFECTS OF WEIGHTLIFTING ON TEST ANXIETY IN COLLEGE STUDENTS Kitana Barrus, Kaylena Mann, Nickon Razi, Christian Sandoval, Ilse Cruz Cordova, Jamie Bell, Andrea Lopez, Argero Zerr (California State University, Channel Islands)

- BURNOUT, SCHOOL-RELATED EXHAUSTION, AND ITS
 RELATIONSHIP WITH SOMATIC SYMPTOMS IN EMPLOYED
 AND NON-EMPLOYED COLLEGE STUDENTS Danielle Lamoureux
 (Dominican University of California)
- HIGHER STRESS OVERLOAD AND TRAIT ANXIETY PREDICT HIGHER PERSONAL DISTRESS IN EMPATHY Whitney Brymwitt, John Lucero (California State University, Long Beach)
- 8. MULTILEVELANALYSIS OF UNIVERSITY STUDENT POSTTRAUMATIC GROWTH AND SOCIAL SUPPORT DURING COVID-19 Jordan Reuter, Ashley Thompson, Colleen Murray, Christine McDermott (University of Nevada, Reno)
- MENTAL HEALTH DURING THE COVID-19 PANDEMIC AND THE ROLE OF MINDFULNESS APPS 1Judith Borghouts, 1Alan Dominguez, 1Daniel Mansour, 2Elizabeth Eikey, 1Stephen M. Schueller, 1Margaret Schneider, 2Nicole Stadnick, 1Kai Zheng, 1Dana Mukamel, 1Dara Sorkin (1University of California, Irvine, 2University of California, San Diego)
- 10. COVID RELATED STRESS AND HEALTH IN UNDERGRADUATE STUDENTS Alex Schmidt, Sarah Arpin (Gonzaga University)
- II. EXAMINING SELF-CARE IN GRADUATE AND UNDERGRADUATE STUDENTS Katelyn Blann, Jane Tram, Ravneet Dhaliwal (Pacific University)
- 12. THE INFLUENCE OF SELF-DECEPTION ON STRESS: BUFFERS AGAINST POVERTY AND ECONOMIC INEQUALITY Mehakpreet Kaur (California State University, Fresno)
- 13. WORKING MEMORY AS A PREDICTOR OF MATERNAL MENTAL HEALTH DURING COVID-19 1Alex Gill, 2Jocelyn Chang, 1Christine Ha, 3Stacey Doan, 1Patricia Smiley (1Pomona College, 2Scripps College, 3Claremont McKenna College)
- 14. GROCERY WORKER'S PSYCHOLOGICAL RESPONSE TO A COVID-19 WORK ENVIRONMENT Morgan Blume, Molly Dreher, Mark Barajas (Saint Mary's College of California)
- AN EXPLORATION OF THE RELATIONSHIPS BETWEEN AGE, RELIGIOSITY, AND DEATH ANXIETY Jordan Mall (University of San Francisco)

- 16. STRESS-RELATED EXECUTIVE DYSFUNCTION IN YOUTH AND ITS IMPACT ON YOUTH SPORTS Mia Frost (DePaul University)
- 17. THREAT STRESS APPRAISALS MODERATE THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND DEGREE COMMITMENT Sophie Timin, Maria I. Iturbide, Brandilynn Villarreal, Bernardo Sosa-Rosales, Edgar Jimenez-Madora (California State Polytechnic University, Humboldt)
- 18. "COVID IS REAL...MESSED ME UP WHEN I GOT IT": COLLEGE STUDENTS' STRESS, BURNOUT, AND FEELINGS ABOUT COVID-19 IJeanie Cox, ILorinda Camparo, 2Stayce Camparo (IWhittier College, 2University of Köln)
- 19. IS DENTAL ANXIETY DISTINCT FROM GENERAL TRAIT ANXIETY AND WORRY? EVIDENCE FROM A COLLEGE STUDENT SAMPLE Rameez Mohammad, Paul Price (California State University, Fresno)
- 20. EXAMINING MORAL INJURY AS A MODERATOR OF COVID-RELATED PTSD AND POST-TRAUMATIC GROWTH Kristen McCormack, Ester Patrize Aguilar, Anna Cole, Cynthia Lancaster (University of Nevada, Reno)
- 21. THE IMPACT OF SOCIAL SUPPORT AND GENDER DYSPHORIA ON TRANSITIONAL STRESS Erin Hernandez (Woodbury University)
- 22. IMPULSIVITY AND RISK-TAKING IN GENERALIZED ANXIETY DISORDER: IS DEGREE OF DISCOUNTING RELATED TO CLINICAL SEVERITY? 1Emily Mansilla, 2Patrick Johnson (1Butte College, 2California State University, Chico)
- 23. DEVELOPMENT OF THE EASE-CV: A PSYCHOSOCIAL MEASURE OF COLLEGE STUDENT STRESS EXPERIENCES Debra Garcia, Alicia Aguilar, Ana Battaglia, Adina Lopez, Amanda Rico (California State University, Los Angeles)
- 24. EXAMINING MENTAL HEALTH AND POTENTIAL PROTECTIVE FACTORS IN KOSOVA 20 YEARS AFTER THE WAR 1Ahmet Kraja, 2Ian Villalta, 3Tringa Mehmeti, Anahi Salazar, Christian Camus (1University of San Diego, 2San Diego Mesa College, 3University of Pristina)
- 25. INVESTIGATING TRAUMATIC CRIME SCENES: POSTTRAUMATIC STRESS DISORDER, MAJOR DEPRESSIVE DISORDER, AND COPING STRATEGIES Nicholas Monzon, Tica Lopez, Stephen Berger (The Chicago School of Professional Psychology, Anaheim)

- 26. MARIJUANA CONSUMPTION'S RELATION TO ANXIETY LEVELS DURING THE COVID-19 PANDEMIC Noah Lourenco, Andrea Lopez, Argero Zerr (California State University, Channel Islands)
- 27. LIFETIME STRESSOR EXPOSURE AND MENTAL HEALTH AMONG SEXUAL MINORITY PEOPLE OF COLOR 1Leela Mohan, 2Luis Parra, 3Chandler Spahr, 4Jeremy Goldbach, 5Bethany Bray, 6Michele Kipke, 1George M. Slavich (1University of California, Los Angeles, 2Washington University, St. Louis, Brown School of Social Work, 3University of California, Riverside, 4Washington University, St. Louis, 5The University of Illinois, Chicago, 6Department of Pediatrics, Keck School of Medicine at USC & Children's Hospital Los Angeles)
- 28. COLLEGE STUDENTS' COPING STRATEGIES AND INTERNALIZING DISTRESS DURING THE COVID-19 PANDEMIC Jadyn Gomberg, Angelica Aguirre, Sunny Nguyen, Yuko Okado (California State University, Fullerton)
- GROCERY WORKER'S PSYCHOLOGICAL RESPONSE TO A COVID-19 WORK ENVIRONMENT Molly Dreher, Morgan Blume (Saint Mary's College of California)
- 30. RACIAL DIFFERENCES IN POSTTRAUMA RESOURCE CONCERNS IN RECENTLY TRAUMATIZED, TREATMENT-SEEKING ADULTS Lauriane Gutierrez, Monae Weathington, Kaitlin Snyder, Katie Moody, Josephine Sanchez, Matthew Cordova (Palo Alto University)
- 31. HOW TO REDUCE PANDEMIC-INDUCED ANXIETY? GET BACK TO THE LEVEL OF PHYSICAL FITNESS YOU FELT BEFORE THE PANDEMIC Natalie Paredes, Kim Hollingdale, Mark Otten (California State University, Northridge)
- 32. MATH SELF-CONCEPT AND WORKING MEMORY MEDIATE THE EFFECT OF ANXIETY ON MATH PROBLEM SOLVING Dakota Byrne, Abigail Fishler, Natalie Slater, Samantha Chiu, Susan Beers (California State University, Channel Islands)
- 33. DIFFERENCES IN UNIVERSITY STUDENT HEALTH, PHYSICAL ACTIVITY, AND ANXIETY DURING COVID-19 RESTRICTIONS Baine Craft, Katie Butte, Dale Cannavan, Grace Bley (Seattle Pacific University)

- 34. PRE-PANDEMIC INCOME STATUS AND LATINA MOTHERS EXPERIENCE OF STRESS AND CHRONICITY OF ECONOMIC INSECURITY DURING THE COVID-19 PANDEMIC 1Nahui Gonzalez Millan, 2Elisa Ugarte, 3Leah Hibel (1California State University, Stanislaus, 2University of California Center for Mind & Brain, 3University of California, Davis)
- 35. AIR QUALITY EFFECTS ON PERCEIVED STRESS 1Kelsey Lee, 1Yocelin Leilani Avendano Lopez, 1Niyathi Annamaneni, 1Kayla Gray, 2David Han, 1Ashley Tedesco, 1Cheryl Chancellor-Freeland, (1San Jose State University, 2University of Oregon)
- 36. MULTILEVEL LONGITUDINAL ANALYSIS OF UNIVERSITY STUDENT MENTAL HEALTH AND SOCIAL SUPPORT DURING COVID-19 Jordan Reuter, Ashley Thompson, Colleen Murray, Christine McDermott (University of Nevada, Reno)
- 37. UTILIZING MINDFULNESS AS A TOOL TO MITIGATE STRESS AND ANXIETY RESULTING FROM EMOTIONALLY SALIENT MEDIA EXPOSURE IJustine Lamb, iTaylor Cirksena, 3Amy Hillman-Siracusa, iSharon Furtak (iCalifornia State University, Sacramento, 3Ladle and Lotus)
- 38. THE IMPLICATIONS OF COVID-19 ON STRESS AND SOCIAL MEDIA USE Alyssa Mendoza (San Jose State University)
- 39. SYSTEMATIC REVIEW OF SYSTEMATIC REVIEWS OF MINDFULNESS-BASED INTERVENTIONS FOR PTSD: AN UPDATE Branislav Jovanovic, Bethzaida Serrano, Karla Galvan, Dana Rose Garfin (University of California, Irvine)
- 40. COVID-RELATED STRESS AND PERCEIVED RISK: EFFECTS OF RACE/ETHNICITY, SES, AND CULTURAL ORIENTATION Karmanjeet Singh, Matthew Campos, Kenneth Aguilar, Karen Saleeb, Paola Biton, Andrew Shelton (Azusa Pacific University)
- 41. AN UNFORESEEN CONSEQUENCE OF STAY-AT-HOME MANDATES: LOW-INCOME INDIVIDUALS SHOW GREATER STRESS LEVELS AND DEPRESSIVE SYMPTOMS DURING THE COVID-19 PANDEMIC Breanna Ceballos, Adam Seal, Kelly Bennion, Todd Hagobian (California Polytechnic State University, San Luis Obispo) (Award Winner)

- 42. RELIGION AND PTSD IN PUERTO RICO NATURAL DISASTER SURVIVORS Abraham Reynolds, Tyson Albertson, Kendal Boyd (Loma Linda University)
- 43. FRONTLINE AND FORGOTTEN: EXAMINING STRESS, BURNOUT, AND SUPPORT FOR 911 DISPATCHERS AND CALL-TAKERS Emily Kearns, Jane Tram, Katelyn Blann (Pacific University)
- 44. MENTAL HEALTH SEEKING ATTITUDES AND SECONDARY TRAUMATIC STRESS IN FIRST RESPONDERS Kristi O'Shea, Jane Tram, Katelyn Blann (Pacific University)
- 45. INTERNALIZED WEIGHT STIGMA IN A LONGITUDINAL STUDY OF WEIGHT LOSS SURGERY PATIENTS 1Kayleigh Rogalski, 1Hannah Dugoni, 1Stephanie Galguera, 1Nikki Iadarola, 1Jennifer Antick, 2James E Mitchell, 3Bruce M Wolfe, 4Katherine Elder (1Pacific University, 2University of North Dakota School of Medicine, 3Oregon Health and Science University; Department of Surgery, 4Pacific University, School of Graduate Psychology)
- 46. LITERATURE REVIEW OF HORMONE DYSREGULATION AND VETERAN MENTAL HEALTH 1JARED VALDEZ, 2Rylee Huntoon, 2Emily Shum (1California School of Professional Psychology at Alliant International University, Los Angeles, 2California State University, San Bernardino)
- 47. VACCINE PERCEPTIONS: PRIVATE CHRISTIAN COLLEGE VACCINE PERCEPTIONS FROM DIVERSE ETHNIC, RELIGIOUS, AND POLITICAL BACKGROUNDS. Naomi Wu, Kylee Peterson, Daniel Rodriguez, Amber Nelson, Caroline Williams, Aaron Stusser (George Fox University)
- 48. WHO SHOULD GET VACCINATED? PERCEPTIONS OF VACCINE NECESSITY. Sonia Avila Contreras, Victoria Fawcette, Adriana Lopez Vasquez, Luz Amparo Ruiz, Jill Quilici, Krisha Regmi (California State University, Northridge)
- 49. POOR QUALITY OF INTERPRETER SERVICES ASSOCIATED WITH LIMITED PROVIDER'S INCLUSION OF PATIENTS IN MENTAL HEALTH TREATMENT PLANS Zaynab Ketana, Nathan Nguyen, Dara Sorkin (University of California, Irvine)
- 50. CHANGING THE BODY FROM WITHIN; TREATMENT FOR CHRONIC PATIENTS WITH CAM, PLACEBO, AND MEDICATION Shireen Mohamdjawad (Irvine Valley College)

- DEVELOPMENT OF A RUBRIC FOR EXPERT EVALUATIONS OF MOBILE HEALTH APPS Tai Chang, Pei-Ying Lo, Travis Salle, Amira Blake, Amy Perez (California School of Professional Psychology, Alliant International University)
- 52. THE MEASUREMENT OF HEALTH INFORMATION AVOIDANCE DEPENDS ON HOW AND WHEN IT IS ASKED William Meese, Jacqueline Hua, Jennifer Howell (University of California, Merced)
- 53. THE EFFECT OF AGE OF THE CHILD, TYPE OF ILLNESS, AND DIFFICULTY OF CONCEPTION ON THE PERCEIVED LIKELIHOOD OF HIRING A HEALTH CARE ADVOCATE: DOES THE DATA COLLECTION VENUE MATTER? Taylor Skow, Angelina Vandyne, Kalila Wash (San Diego State University)
- 54. GREATER MINDFUL AWARENESS PREDICTS LOWER HEALTH ANXIETY BUT ONLY AMONG COLLEGE STUDENTS WITH LOWER INTOLERANCE OF UNCERTAINTY DURING THE COVID-19 PANDEMIC Rachel Cornish, Tiana Doan, Emily Schwarz, Megha Mummalaneni, Mollie McDonald, Kylie Baer, Cynthia Lancaster (University of Nevada, Reno)
- 55. SUPPORT-GIVING AND ITS RELATION TO BETTER HEALTH AND LOWER INFLAMMATION 1Nicole Abaya, 2Gabriella Alvarez, 2Keely Muscatell, 1Edward Orehek, 3Rebecca Ferrer, 4Stephen Manuck, 1Tristen Inagaki (1San Diego State University, 2University of North Carolina, Chapel Hill, 3National Cancer Institute, 4University of Pittsburgh)
- 56. THE PRIORITY AND LIKELIHOOD TO VACCINATE AGAINST FLU VS COVID-19 Tyler Tulman, Krisha Regmi, Jill Quilici, Luis Villalobos, Henry Aldana, Zaina Amrin (California State University, Northridge)
- 57. THE MODERATING ROLE OF LONELINESS AND SOCIAL ISOLATION IN CHRONIC PAIN, WELLNESS, AND PSYCHOLOGICAL HEALTH AMONG U.S. VETERANS James Brand (Pacific University)

SYMPOSIUM

11:00 AM - 12:30 PM Salon B/C

MODERNIZING THE PSYCHOLOGY CLASSROOM: APPROACHES FOR INCORPORATING PROGRAMMING INTO THE UNDERGRADUATE CURRICULUM

Valerie A Carr, Belle Wei (San Jose State University)

Programming has become increasingly imperative to modern psychology, with applications to psychological research, such as data collection and analysis, and to modeling and predicting behavior. Incorporating programming into the classroom can encourage logical thinking and problem solving, provide a bridge to algebraic notation, and potentially replace outdated or expensive tools. Acquiring programming skills also increases students' confidence and enhances their educational and job opportunities. Here, we present several approaches for incorporating programming into undergraduate psychology courses, ranging from a computing minor to embedding programming in core statistics and research methods courses. Speakers will describe the motivation for each approach, how students engage in programming through course content, materials that other instructors can use, and results to date. Through these courses, students are able to see how modern psychology is authentically practiced and engage in skills that are directly transferable to the real world.

PROVIDING PSYCHOLOGY STUDENTS WITH PROGRAMMING EXPERIENCE VIA AN INTERDISCIPLINARY COMPUTING MINOR Valerie A Carr, Belle Wei (San Jose State University)

USING R TO TEACH STATISTICS AND DATA SCIENCE FROM A MODELING PERSPECTIVE 1Mary Tucker, 1James Stigler, 2Ji Y Son (1University of California, Los Angeles, 2California State University, Los Angeles)

INTEGRATING COLLABORATIVE, QUESTION-DRIVEN DATA ANALYSIS THROUGHOUT THE INTRODUCTORY STATISTICS CURRICULUM Judith Fan (University of California, San Diego)

AUTOMATED FEEDBACK AND SCALABLE EDUCATION CASE STUDY: PROGRAMMATICALLY GRADING STATISTICAL INFERENCE PROBLEM SETS IS A STATISTICAL INFERENCE PROBLEM Charles Frye (University of California, Berkeley)

DISTINGUISHED SPEAKER

11:30 AM - 12:30 PM Salon E | CE Available

OUR STUDENTS CAN BE OUR SCIENTISTS: STUDENT CONTRIBUTIONS TO SCIENCE THROUGH THE COLLABORATIVE REPLICATIONS AND EDUCATION PROJECT

Jordan Wagge (Avila University)

Chair: Jon Grahe (Pacific Lutheran University)

Many students complete research projects as part of their curriculum in psychology, and these projects meet a variety of different pedagogical outcomes. Indeed, the energy, time, and resources that are spent conducting these research projects are often entirely in the service of pedagogical outcomes. In this presentation, I will argue that research projects can have more than one purpose, including scientific contributions — and that through these projects, all of our students can have an opportunity to be scientists.

Biography:

Jordan Wagge is a Professor of Psychology at Avila University in Kansas City, Missouri, where she serves as Director of the University's Honors Program. She is also the current Executive Director for the Collaborative Replications and Education Project, serves on Psi Chi's Research Advisory Council and co-chairs the Project Monitoring Committee for the Psychological Science Accelerator.

PAPER SESSION

11:30 AM - 12:30 PM Salon A

POLITICAL PSYCHOLOGY

Chair: Jeff Ramdass (Claremont Graduate University)

11:30 MORALITY, UNCERTAINTY, AND GROUP IDENTIFICATION INFLUENCE CANDIDATE SUPPORT, VOTING BEHAVIOR, AND REACTIONS TO THE 2020 US ELECTIONS

Jeff Ramdass (Claremont Graduate University)

11:45 MIXED EMOTIONS: GROUP RELATIVE DEPRIVATION AND WILLINGNESS TO PROTEST THE 2020 U.S. PRESIDENTIAL ELECTION

IDesiree Ryan, 2Alexandria Jaurique, 3Heather Smith, 2Sara Burke, 2Mackenzie Ess, 2Arthur Marsden (IUniversity of California, Santa Cruz, 2Syracuse University, 3Sonoma State University)

12:00 SOCIOPOLITICAL PARTICIPATION IN ONLINE CONTEXTS AMONG DISABLED INDIVIDUALS

Angela Stranger (California State University, Long Beach)

12:15 RELIGIOSITY MEDIATES THE RELATIONSHIP BETWEEN POLITICAL AFFILIATION AND ATTITUDES TOWARD SCIENCE

Michael Baum, Heidi Riggio (California State University, Los Angeles)

DISTINGUISHED SPEAKER

12:15 PM - 01:15 PM Salon F | CE Available

NATURE IS GOOD FOR US, BUT ARE WE GOOD FOR NATURE? CULTIVATING A SUSTAINABLE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT

Ethan McMahan (Western Oregon University)

Chair: Jaime Cloud (Western Oregon University)

An impressive body of empirical research indicates that contact with natural environments improves psychological functioning. Following exposure to nature, people show more positive mood, improved cognitive functioning, and decreased stress. In short, it seems that nature is good for people. But, are people good for nature? In many ways, we are not. Human behavior has directly contributed to the degradation of natural environments, mass extinction of plant and animal species, and climate change. The human impact on nature has been largely negative. However, nature is increasingly being used in therapeutic interventions aimed at improving mental health. Will more contact with nature lead to more environmental problems? How can we capitalize on the benefits of nature while not inadvertently compromising environmental health? How do we enjoy the fruits that nature can provide while not picking the tree bare? The current talk will focus on nature-based mental health interventions that are good for both people and the environment. It

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is suggested that through the application of these interventions, we can cultivate a sustainable and mutually-beneficial relationship between humans and the natural world.

Biography:

Ethan McMahan is a Professor in the Department of Psychological Sciences and Division Chair of the Behavioral Sciences Division at Western Oregon University. His research interests focus on hedonic and eudaimonic approaches to well-being, folk conceptions of happiness, and the relationship between nature and human well-being. His recent work examines how exposure to immersive simulations of natural environments impact concurrent emotional state and, more broadly, how regular contact with natural environments may be one route by which individuals achieve optimal feeling and functioning. He has published in the Journal of Positive Psychology, the Journal of Happiness Studies, Personality and Individual Differences, and Ecopsychology, among other academic journals, and is a regular contributor to the Eye on Psi Chi magazine. He completed his undergraduate training at the University of Colorado at Colorado Springs and holds a Ph.D. in Experimental Psychology from the University of Wyoming.

SYMPOSIUM

12:30 PM - 01:45 PM Salon I

FROM UNDERGRADUATE TO GRADUATE TO INTERNSHIPS: HOW TO HAVE A SUCCESSFUL INTERVIEW PROCESS

Michelle Alfaro, Ngoc Bui (University of La Verne)

Countless strategies exist for students to learn how to do well in interviews and how to implement strategies to do well in them. However, there are few examples that provide in vivo exposure to what great and not so great interviewing techniques look like. For this symposium, there will be three levels of interviews done to help students at all levels. This symposium will cover three levels of interviewing: getting into graduate school, getting an internship/placement, and landing that first job! Invivo interviews will be done to demonstrate the do's and don't of interviewing.

GETTING INTO GRADUATE SCHOOL: HOW TO HANDLE THE INTERVIEW PROCESS

NAVIGATING THROUGH GRADUATE SCHOOL: LANDING THAT INTERNSHIP/PRACTICUM

WORKING IN THE FIELD: LANDING A FACULTY POSITION FROM CLINICAL TO FORENSIC: LANDING THE JOB YOU WANT

POSTER SESSION 9

12:30 PM - 01:45 PM Exhibit Hall

INTERNATIONAL & MULTICULTURAL

- ADAPTATIONS TO STUDY ABROAD PROGRAMS IN RESPONSE TO COVID-19: A COMPARISON STUDY Yuliana Fernandez, Marisol Brito, Lizette Ruiz, Dania Salgado, Lucia Alcala (California State University, Fullerton)
- COVID-19 SOCIETAL, CULTURAL, AND BEHAVIORAL CHANGES IN INDONESIA 1Gabrielle Halim, 1Patricia Greenfield, 2Noah Evers (1University of California, Los Angeles, 2Harvard College)
- COPING STRATEGY DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE STUDENTS IN NICARAGUA Kelly Chang, Blain Stumpf, Shania Fernandez Lopez, Sadie Lehman (George Fox University)
- 4. ONE OF US: MONORACIAL LATINX PERSPECTIVES OF MULTIRACIAL LATINX-WHITE INDIVIDUALS Rosemary Rojas, Brittany Bloodhart (California State University San Bernardino)
- ADAPTING TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY FOR CHILDREN OF ILLEGAL IMMIGRATION: A SYSTEMATIC REVIEW Shirley Paz (California Lutheran University)
- NEUROPSYCHOLOGICAL TEST PERFORMANCE OF ENGLISH-SPEAKING RUSSIAN IMMIGRANT GROUPS Kayla Gorenstein (California State University, Northridge)
- COPTIC AMERICAN PERCEPTIONS ON PSYCHOTHERAPY AND MENTAL HEALTH BELIEFS Veronica Nakla, Mariam Hanna, Marina Zaky, Maya Boustani (Loma Linda University)
- 8. WRITING PREFERENCES AMONG MANDARIN AND ENGLISH SPEAKERS: A STUDY ON LINGUISTIC FACTORS AND CULTURAL PATTERNS OF RHETORIC Chenna Hu, Kevin Autry (California State Polytechnic University, Pomona)

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- RACE AND SELF-DISCLOSURE: THE MEDIATING EFFECT OF GENERATION STATUS 1Abigail McCarthy, 1Jennifer Fitz Cortez, 2Jaewon Choi, 1Lauren Berger (1University of Portland, 2University of California, Berkeley)
- 10. BICULTURAL STRESS AND MENTAL HEALTH AMONG COLLEGE STUDENTS Andrea Sanchez, Emma Hooper (California Lutheran University)
- II. ACCULTURATIVE STRESS AND ALCOHOL USE: THE ROLE OF ACCULTURATIVE STRESS IN PROBLEMATIC DRINKING BEHAVIORS OF LATINX COLLEGE STUDENTS AT A SOUTHWESTERN UNIVERSITY IN THE UNITED STATES IChristopher Roundtree, IJennifer Brown, IPaula Shear, 2Amelia Talley (IUniversity of Cincinnati, 2Texas Tech University)
- BARRIERS TO MENTAL HEALTH SERVICE USE FOR PEOPLE OF COLOR WITH CO-OCCURRING SUBSTANCE USE Kelly Rodriguez, Christina Vu, Daniel Saravia, Jonathan Martinez (California State University, Northridge)
- 13. TRADITIONALISM AND DETERMINATION IN LATINX AMERICAN AND ASIAN AMERICAN COLLEGE STUDENTS Maria Angelica Parajes, Kathleen Preston, Trevor Basil (California State University, Fullerton)
- 14. TEACHING ABOUT DISABILITY IN DIVERSITY CLASSES Rhoda Olkin (Alliant International University)
- 15. ADAPTING TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY FOR CHILDREN OF ILLEGAL IMMIGRATION: A SYSTEMATIC REVIEW Shirley Paz (California Lutheran University)
- 16. BEYOND SCHOOL: RESPONSIBILITIES OF BIPOC STUDENTS Ravneet Dhaliwal, Jane Tram, Katelyn Blann (Pacific University)
- 17. ETHNIC IDENTITY AND STRESS DURING THE COVID PANDEMIC Mark Barajas, Morgan Blume, Molly Dreher, Justin Li, Kendall Sutton, Gabriela Lucania (Saint Mary's College of California)
- 18. SOCIAL JUSTICE IN SOCIAL AND EMOTIONAL LEARNING PROGRAMS: A SYSTEMATIC REVIEW Gabriela Sican, Luisa Soracco, Christian Verduzco, Maribel Garcia, Omar Mendez, Evelyn Ojeda, Rio Becerril, Kitty Zhang, Tatiana Pumaccahua (California State Polytechnic University, Pomona)

- FAMILIAL INVOLVEMENT AND ITS INFLUENCE ON WOMEN OF COLOR IN POSITIONS OF POWER Analexis Glaude, Marie B. Lamothe-François (California State Polytechnic University, Pomona)
- 20. PREDICTING ATTITUDES TOWARD SEEKING PROFESSIONAL PSYCHOLOGICAL HELP FOR ETHNIC MINORITY AND WHITE AMERICAN COLLEGE STUDENTS Elijah Yra, Phillip Akutsu (California State University, Sacramento)
- COMPARING CONCURRENT DATA ON COVID-19 MENTAL HEALTH EFFECTS ON LATINX INDIVIDUALS AND GROCERY WORKERS Justin Li, Gabriela Lucania (Saint Mary's College of California)
- 22. THE IMPACT OF RACE ON DISORDERED EATING RECOGNITION Jessica Rios, Lori Barker (California State Polytechnic University, Pomona)
- 23. THE REVISION OF THE POST-CRITICAL BELIEF SCALE WITH VALIDATION BY ETHNOCENTRISM AND OPENMINDEDNESS SCALES Emily Griffin, Audrey Graves, Alexander Jurado, Vi Le, Le Hy (Seattle University)
- 24. MENTAL HEALTH NEED, ASSIMILATION, AND SERVICE USE FOR ASIAN AMERICAN IMMIGRANTS Christina Vu, Kelly Rodriguez, Jonathan Martinez (California State University, Northridge)
- 25. PREDICTORS FOR THE DETECTION OF RACIAL AND ETHNIC MICROAGGRESSIONS AMONG COLLEGE STUDENTS Lesther Papa, Abigail Rodriguez Madrigal, Danica Mavroudis (San Jose State University)
- 26. COMMUNITY-CULTURAL WEALTH AMONG FIRST-GENERATION BIPOC ENGLISH LANGUAGE LEARNERS IN HIGHER EDUCATION. Omar Mendez, Tatiana Pumaccahua (California State Polytechnic University, Pomona)
- 27. RECOGNITION OF EMOTIONS IN A NEWLY CREATED DIVERSE DATABASE OF FACIALAND VOCAL EMOTIONS Jamal Rajeh (Berea College)
- 28. THE RELATIONSHIP BETWEEN GENDER AND ACCULTURATION ON FIRST-AND SECOND-GENERATION LATINX CNT PERFORMANCE
 1Abril Baez, 2Isabel Munoz, 3Daniel Walter Lopez-Hernandez, 4Sarah Saravia,

5Krissy Smith, 6Bethany Nordberg, 1Sidhu Jasman, 7Raymundo Cervantes, 9Alexis Bueno, 10Adriana Cuello, 8Chelsa McElwee McElwee, 8Danna Paola

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Montoya Montoya, 9Nataliia Lozano Acosta, 10Mariam Gomez, 8Enrique Lopez, 11Alberto L. Fernández, 3Matthew Wright (1The Linquist Institute/California State University, Fresno, 2California State University, Northridge, 3Los Angeles Biomedical Research Institute, 4California State University, Fresno, 5The Linquist Institute/California State, Dominguez Hills, 6The Lindquist Institute, 7California State University, Dominguez Hills, 8The Lundquist Institute 9Tecnológico de Monterrey, Monterrey, 10Tecnológico de Monterrey, 11Catholic University of Cordoba)

- 29. ACCULTURATIVE FAMILY DISTANCING AND MENTAL HEALTH OUTCOMES AMONG LATINX COLLEGE STUDENTS: THE INFLUENCE OF FAMILY AND EDUCATION EXPECTATIONS CONFLICT
 Leslie Sanchez, Rosa Toro (California State University, Fresno)
- 30. MECHANISMS OF THE RELATIONSHIP BETWEEN RACE/ ETHNICITY AND COVID-19 VACCINE HESITANCY Naomi Gashaw, Amanda Morrison, Jensy Cruz (California State University, East Bay)
- 31. A REPRESENTATIVE ASSESSMENT OF THE RELATIONS BETWEEN SCHWARTZ'S CULTURAL VALUES AND INDIVIDUAL DIFFERENCES Shams Aljuberi, Ashley Duarte, Erica Baranski (California State University, East Bay)
- 32. COMPARING SUICIDAL IDEATION AND ACES AMONG PEOPLE OF COLOR AND WHITE INDIVIDUALS Shea O'Donnell, Phoebe Shorter, Jessica Mueller-Coyne, Katherine Turner (San Diego State University)
- 33. UNDERSTANDING BARRIERS FOR MENTAL HEALTH SERVICES IN THE LATINX COMMUNITY: A PILOT STUDY 1Nadine Wander, 1Jenelle Shanley, 1Hollie Crandell, 2Jesus Ramones, 1Maria Hands Ruz (1Pacific University, 2University of Central Oklahoma)
- 34. RETRIEVING PSYCHOLOGY'S PIONEERS: UNCOVERING WOMEN OF COLOR WHO EARNED DOCTORATES BEFORE 1980 Dannie Vashchenko, Alisha Nkwonta, Carole Ramos, Jon Grahe (Pacific Lutheran University)
- CULTURAL MIS(MATCHING), STEREOTYPES OF THERAPISTS, AND PERCEPTIONS OF TREATMENT JianBo He, Alex Czopp (Western Washington University)

- 36. THE IMPACT OF COVID-19 ON MINORITIZED COLLEGE STUDENTS: EXPECTED AND UNEXPECTED FINDINGS Gaithri Ann Fernando, Kazi Salsabil, Karina Matias, Ileana Herrera Castillo, Alexander Velasquez-Garcia (California State University, Los Angeles)
- 37. PERCEPTION OF PARENT RESPONSES TOWARD LGB YOUTH COMING OUTTO RELIGIOUS PARENTS Mudi Li, Emmalyn Morgan, Madison McCue, Kenneth Aguilar, Andrew Shelton, Kathryn Ecklund (Azusa Pacific University)
- 38. AN EXAMINATION OF THE RELATIONSHIPS BETWEEN FAMILISMO, MACHISMO, AND INTERPERSONAL VIOLENCE IN LATINX POPULATIONS Nicole Pena-Martinez (University of San Francisco)
- RACIAL DIFFERENCES IN EMOTION REGULATION AND PSYCHOLOGICAL DISTRESS 10livia Nomura, 2Shih Hsuan Yang, 3Chloe Janelle Punsalan, 2Diya Nambiar, 1Lauren Berger (1University of Portland, 2University of California, Davis, 3University of California, Berkeley)
- 40. INTERGENERATIONAL CONFLICT, MENTAL HEALTH, AND THE ROLE OF PERCEIVED SOCIAL SUPPORT Robin Hyun (University of San Francisco)
- 41. MINORITY STRESS AND PSYCHOLOGICAL ADJUSTMENTS MODERATED BY STRESS APPRAISALS Bernardo Sosa-Rosales, April Perez, Edgar Jimenez-Madora, Emilia Bumgardner, Kevin Cherry, Maria I. Iturbide (California State Polytechnic University, Humboldt)
- 42. ADDING A DIVERSITY AND INCLUSION STATEMENT IS NOT ENOUGH! THE EFFECT OF SYLLABUS TONE AND STUDENTS RACIAL IDENTITY ON THE EFFICACY OF DIVERSITY AND INCLUSION STATEMENTS. William Rayo, Kathryn Becker-Blease (Oregon State University)
- 43. ATTITUDES TOWARD PROFESSIONAL PSYCHOLOGICAL HELP SCALE (ATSPPH-SF): FACTOR STRUCTURE FOR ETHNIC MINORITY COLLEGE STUDENTS Phillip Akutsu, Elijah Yra (California State University, Sacramento)
- 44. ETHNICITY DIFFERENCES IN POST-EMPLOYMENT IN CLINICAL PSYCHOLOGY IJoseph Ramirez, 2Griselda Verduzco, 2Logan Towne, 2Emory Merin (tAlliant International University, Fresno, 2California School of Professional Psychology, Fresno)

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- 45. DEFINING ETHNIC IDENTITY DEVELOPMENT IN IMMIGRANT AND FIRST-GENERATION U.S. BORN YOUNG ADULT STUDENTS Lelanie Geyser (California State University, Sacramento)
- 46. IMPORTANCE OF STAFF MENTORING FOR ETHNIC AND RACIAL MINORITY STUDENTS Jane Tram, Janie Kiyokawa (Pacific University)
- 47. ETHNIC MINORITY STUDENT SATISFACTION: THE IMPORTANCE OF FACULTY MENTORING Jane Tram, Nnenna Nwankwo, Jhoevhana Sabado, Anam Khan (Pacific University)
- 48. SUPPORTING BIPOC GRADUATE STUDENTS Janie Kiyokawa, Jane Tram (Pacific University)
- 49. STEPPING OUTSIDE OF OUR COMFORT ZONE: STUDENTS' REFLECTIONS ON INTERNATIONAL SERVICE LEARNING 1Sovannie Len, 2Jae Paik, 1Shinchieh Duh (1San Jose State University, 2San Francisco State University)
- 50. EXPLORING THE SINISTER NUANCES OF RACIAL MICROAGGRESSION: WAVERING RESPONSES AND THE ROLE OF MULTICULTURAL IDENTIFICATION Sovannie Len, Stephanie Figueroa, Gisela Sevilla-Ramos, Shinchieh Duh (San Jose State University)
- 51. HELP-SEEKING TENDENCIES AND RELIGIOUS COPING OF AFRICAN AMERICAN LGBTQ+ CHURCHGOERS 1Sheila Park, 1Tristan Hansell, 2Floyd Thompkins, 1Peter Goldblum, 1Lisa Brown (1Palo Alto University, 2Saint Andrew Presbyterian Church)
- 52. DON'T PUT US IN A BOX: ASIAN AMERICAN COLLEGE STUDENTS' MIXED REACTIONS TO RACIAL MICROAGGRESSIONS Gisela Sevilla-Ramos, Sovannie Len, Stephanie Figueroa, Shinchieh Duh (San Jose State University)
- 53. EFFECTS OF TYPE OF LATINX AMERICAN LANDSCAPER ON ASSESSMENT OF PETTY BOURGEOIS MENTALITY: A FIELD EXPERIMENT Vanessa Vargas (University of La Verne)
- 54. THE IMPACT OF MICROASSAULTS ON THE EXPERIENCE OF MUSLIMS IN AMERICA Anam Khan, Jane Tram, Jhoevhana Sabado, Christopher White (Pacific University)

PAPER SESSION

01:00 PM - 02:00 PM Salon D

FRIENDS: PLAYFUL? ROMANTIC? MEANINGFULNESS

Chair: Erin Mueller (Northwestern College)

01:00 UNDERSTANDING ROMANTIC RELATIONSHIP SATISFACTION AMONG EMERGING ADULTS DURING THE COVID-19 PANDEMIC

IJennifer Figueroa, IHaylee DeLuca Bishop, 2Elizabeth Baker (ICalifornia State University, San Marcos, 2University of Calgary)

01:15 DATING APP MOTIVATIONS IN EMERGING ADULTHOOD

Sophie Hawkins, Haylee DeLuca Bishop (California State University, San Marcos)

01:30 PERCEIVED PLAYFULNESS IN SAME-GENDER FRIENDSHIPS AND HAPPINESS

Meliksah Demir (California State University, Sacramento)

01:45 SELF-PERCEPTION AND MEANING IN LIFE OF ADOLESCENTS

Erin Mueller (Northwestern College)

SYMPOSIUM

01:00 PM - 02:30 PM Salon B/C

A MODEL FOR CREATING RESEARCH AND MENTORING OPPORTUNITIES FOR COMMUNITY COLLEGE STUDENTS

Chair: Eta Lin (Foothill College)

Community college students are interested in the research process and building their skills for competitiveness at four-year institutions. For a decade, Foothill College psychology and sociology departments, and Stanford University Institute for Research in the Social Sciences (IRiSS) have developed collaborative programs to provide research and mentoring opportunities for community college students. Our symposium has four sessions: 1) Creating a partnership between a two-year community college and a four-year university and the development of in-course credit for research participation, 2) Benefits of access to the REP participant pool

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from the perspective of former Stanford graduate students, 3) Creation of research assistant positions for community college students, coursework for research assistants, mentorship, participatory research, and access to programs for vulnerable student communities, 4) A panel discussion of former students and their stories of how this experience as research assistants have shaped their pursuits in higher education.

FACTORS INVOLVED IN BUILDING A PARTNERSHIP BETWEEN A COMMUNITY COLLEGE AND A FOUR-YEAR UNIVERSITY AND THE RESEARCH EXPERIENCE PROGRAM 1Eta Lin 2Carolyn Ybarra (1Foothill College, 2Stanford University)

IMPACT OF DIVERSE RESEARCH PARTICIPANT POOLS ON GRADUATE EDUCATION 1Shannon Brady, 2Arthur Jago (1Wake Forest University, 2University of Washington, Tacoma)

PROGRAMS PROVIDING RESEARCH ASSISTANT POSITIONS AND MENTORING OPPORTUNITIES TO COMMUNITY COLLEGE STUDENTS 1Carolyn Ybarra, 2Eta K. Lin (1Stanford University, 2Foothill College)

STUDENTS' PERSPECTIVES OF THE SOCIAL SCIENCE RESEARCH INTERNSHIP PROGRAM 1Antoinette Aragon, 2Andrea Goepel, 3Andrew McReynolds, 1Alexis Takagi, 4Hardian Thamrin, 5Yiran Wang (1Santa Clara University, 2San Francisco State University, 3Worcester Polytechnic Institute, 4Arizona State University, 5University of Southern California)

DISTINGUISHED SYMPOSIUM

01:00 PM - 02:30 PM Salon E | CE Available

INFUSING THE RESEARCH OF TRAILBLAZING WOMEN OF COLOR INTO THE PSYCHOLOGY CURRICULA

Rihana Mason, Georgia State University
Leslie D. Cramblet Alvarez, University of Denver
Amanda ElBassiouny, California Lutheran University
Linda Jones, Belmont University
Andrea Karkowski, Capital University
Lee Seungyeon, University of Arkansas at Monticello
Michelle Ceynar, Pacific Lutheran University

It is well documented that available curricula materials within the discipline of psychology are largely devoid of examples of notable figures who identify as women of color. More equitable coverage of diverse persons and perspectives can align with efforts to infuse justice, equity, diversity, and inclusion (JEDI) into the curricula. The purpose of this symposium is twofold: (1) to recognize the scholarship and embodied experiences of women of color hidden in the history of modern scientific psychology and (2) to model the use of their dissertations as teaching tools within the psychology curricula. The collaborative discussion will center around the writing process and contents of the book project Early Psychological Research Contributions from Women of Color (Grahe et al., in progress), a supplemental text that spotlights research from women of color who earned Ph.D.s in the U.S. before 1980. Presenters will model how their chapters about Ena Vasquez Nuttal, Marigold Belloni (Linton), Tong-He Koh, Diane Willis, Nuha Abudabbeh and others can be used as content for courses across subareas within psychology. Similar to the structure of the book, this symposia will emphasize certain characteristics of their dissertationsâ "historical/ biographical context of the dissertation author, a summary of the research, a reproducibility critique of the dissertation, and an alternative framework which analyzes the dissertation from a modern theoretical perspective or methodological approach (e.g., feminist theory, ethnopsychology, digital storytelling, etc.). The significance of their embodied experiences described as part of the historical/ biographical context will be used to draw attention to sociocultural factors that make their scholarship notable. Concrete teaching examples across multiple subareas within psychology will be offered.

Upon completion of this symposium attendees will be able to:

- Appreciate an approach to diversify the psychology curricula through the use of examining dissertations
- Describe exemplars who are women of color who contributed to the field of psychology
- 3. Learn several practical ideas for including women of color who conducted trailblazing research on a variety of topics into psychology courses.
- 4. Recognize ways to bridge existing instructional practices with new approaches that are equitable and inclusive.

Biographies:

Rihana S. Mason, Ph.D. is a research scientist at the Urban Child Study Center (UCSC) at Georgia State University and adjunct faculty member at Spelman College. Prior to joining the UCSC, Dr. Mason served as an Associate Professor in Psychology at Emmanuel College for several years where she helped to expand the undergraduate curriculum in psychology. She is the co-author of Academic Pipeline Programs:

Diversifying the Bachelors to the Professoriate and Thinking Critically About Your Career in Psychology. She is the recent past President of the Southeastern Psychological Association (SEPA) a member of the Psi Chi Diversity Advisory Committee.

Leslie D. Cramblet Alvarez is the director of the Office of Teaching and Learning at the University of Denver, which serves more than 800 faculty. She is a full-time faculty education leader after spending more than a decade as psychology faculty at a Hispanic-serving Institution in rural southern Colorado where she was the founding director of their Center for Teaching, Innovation, and Research. She is a past-president of the Rocky Mountain Psychological Association, a cohort 8 participant in the APA's Leadership Institute for Women in Psychology, and former Psi Chi vice president for the Rocky Mountain region. Her research interests are broadly focused on teaching and learning in higher education, and she has published in the domains of faculty development and teaching and learning in psychology.

Dr Michelle Ceynar earned her BA in Psychology from the University of Northern Colorado and her Ph.D. in Social Psychology from the University of Montana. She has been a professor of psychology at Pacific Lutheran University in Tacoma, Washington for 20 years and is currently also serving as Dean of Social Sciences. She primarily teaches Introductory Psychology, Social Psychology and Psychology of Women. Her research relates to how gendered role expectations impact the experiences of women and men. Her most recent publication was titled, "Dancing Backwards in High Heels: The Extra Burdens of Female Professors in the Form of Greater Student Demands."

Amanda ElBassiouny received her MS and Ph.D. in Social Psychology from Howard University. She is a faculty member in the Department of Psychology at California Lutheran University, where she teaches a variety of social psychology, statistics, and research methods courses. Her research focuses on the stereotyping, prejudice, and discrimination a person experiences based on the intersectionality of their identities, including race/ethnicity, religion, gender, and mental health status, particularly in the criminal justice system.

Linda Jones earned her BA in Psychological Science from Wake Forest University and her MA and Ph.D. in Experimental Psychology from Kent State University. She is currently an associate professor of psychology at Belmont University in Nashville, TN where she has been a faculty member for 23 years. She has been Chair of the department for the past eleven years. Dr. Jones primarily teaches Gender, Cross Cultural Psychology, Psychology of Race, and Health Psychology. She is active as a Psi Chi advisor, in the Advanced Placement community, and with high school

psychology students, having received a grant from APF to help academically advanced students studying psychology complete a capstone project. Dr. Jones conducts research with her students on nutrition and minority health in women.

Dr. Lee Seungyeon is an Associate Professor of Psychology at the University of Arkansas at Monticello (UAM) in Monticello, Arkansas. She received her Ph.D. in educational psychology from the University of Kansas (KU). She has been the primary sponsor of Psi Chi since she joined UAM in 2014. She is also currently serving as the Director of Psi Chi Faculty Advisory Support Committee. During this time, she has also served on the

Southwestern Regional Steering Committee, the Psi Chi Research Award Committee for the Southwestern Psychological Association (SWPA), and a recurring contributor of Psychology in the Headlines for Eye on Psi Chi. Dr. Lee was honored by UAM as the recipient of the Outstanding School of Social and Behavioral Sciences Faculty Award (2016), the Arkansas Psychological Association's Early Career Psychologist Award (2016), the Regional Faculty Advisor Award of Psi Chi, Southwestern Region (2017), and the Early Career Achievement Award of APA (2020). Dr. Lee also serves her profession in several capacities. She is the Chair of Mentorship of Teachers Award Committee for the Society for the Teaching of Psychology (STP), as well as being an active member of the American Psychological Association (APA), and the Chair of Publications Committee for the Society for General Psychology—Division 1 of the APA

Andrea M. Karkowski earned her Ph.D from the University of Montana and is trained as a learning theorist. While she readily supervises student research projects in any area that is important to the student researchers, her own research focus includes student learning, particularly as related to employability skills.

Discussant: Michelle Ceynar, Pacific Lutheran University

2021 WPA EARLY RESEARCH AWARD ADDRESS

01:15 PM - 02:15 PM Mount Hood

HOW CULTURE SHAPES SYMPATHY AND COMPASSION

Birgit Koopmann-Holm (Santa Clara University)

Chair: Terry Cronan (San Diego State University)

In this invited talk, the 2021 recipient of the WPA Early Career Research Award, Dr. Birgit Koopmann-Holm, will demonstrate that what people regard as a compassionate response differs across cultures. She will summarize her research showing that U.S. Americans consider responses that focus on the positive (e.g., sympathy cards that emphasize comforting memories, faces with a slight smile) as more compassionate and those that focus on the negative (e.g., sympathy cards that mention emotional pain, faces that mirror distress) as less compassionate than Germans do. She will also present her latest research that examines compassion in China, Burkina Faso, and Ecuador. Furthermore, she will highlight how specific culturally-shaped variables can partly explain why these cultural differences in sympathy and compassion exist. Dr. Koopmann-Holm's work suggests that being compassionate does not just involve helping others, but also taking a step back from one's own conceptualizations of compassion and understanding what compassion entails in a different cultural context. Finally, she will talk about implications for culturally-sensitive trauma and grief counselling as well as current directions she is pursuing such as examining factors that make people more or less likely to notice people's suffering, with a focus on acknowledging systemic racism as one specific instance of noticing suffering.

Biography

Dr. Birgit Koopmann-Holm is Assistant Professor of psychology at Santa Clara University. After completing her undergraduate and Master's level studies at the University of Heidelberg in Germany, she received her Ph.D. from Stanford University in 2013. Her research examines the ways in which cultural factors shape people's emotional lives. She is particularly interested in how views of emotions impact perceptions of and responses to others' suffering as well as conceptualizations of compassion. She publishes her work in highly ranked, top-tier journals (e.g., Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, Emotion, Behavior Research Methods, Cognition and Emotion), and her papers typically include multiple studies and a variety of methods (e.g., self-report, coding of cultural products, behavioral measures, and reverse correlation) to examine

whether findings replicate. In every step of her research, she involves undergraduate students, reflecting her other passion, which is teaching. She enjoys teaching introductory, personality, cultural psychology, research methods, and a capstone class on culture and emotion. Furthermore, she is on the Editorial Board of the journal Emotion. Her work is covered by the national media, indicating its real-world implications for understanding and fostering compassion across cultures.

DISTINGUISHED SPEAKER

01:45 PM - 02:45 PM Salon F | CE Available

CHALLENGING ECONOMIC INJUSTICE: OF BIASES, BELTWAYS, BRIDGES, BREACHES, AND BREAKAWAYS

Heather Bullock (University of California, Santa Cruz)

Chair: Desiree Ryan (University of California, Santa Cruz)

Poverty and economic inequality are among the greatest challenges facing our society. Both income and wealth are highly concentrated among economic elites and poverty remains a significant source of hardship. Psychological research has much to offer in terms of understanding classism and its intersections with other forms of discrimination, informing effective anti-poverty policies, and reducing class disparities. In this presentation, I discuss how classist attributions and beliefs justify economic inequality and call on psychologists to develop and employ multifaceted strategies for challenging economic injustice. Doing so will require that we critically interrogate classist biases, breakdown beltways that insulate and segregate, build bridges for justice with community partners, step boldly into breaches, and identify breakaways that make meaningful change possible. It will also necessitate envisioning and working toward a class inclusive psychology. I consider obstacles and opportunities for psychologists' engagement with these issues and advancing economic justice.

Biography:

Heather Bullock is Professor of Psychology and Director of the Blum Center on Poverty, Social Enterprise, and Participatory Governance at the University of California, Santa Cruz.

COUNCIL OF REPRESENTATIVES MEETING

2:00 PM - 3:00 PM Mount St. Helens

PSI CHI POSTER SESSION

02:00 PM - 03:15 PM Exhibit Hall

- SELECTIVE HUMANITY: THE ROLE OF RACE AND SEXUALIZATION IN THE DEHUMANIZATION AND OBJECTIFICATION OF WOMEN Lindsay Beaman, Regan A. R. Gurung, Megan Sherman (Oregon State University)
- DO YOU SEE WHAT I SEE? EXAMINING MISGENDERING IN STUDENT-PROFESSOR INTERACTIONS Azriella Lewis-Lopez, Mara Steele, Miriam Scheel, Jor Grapentine, Regan A. R. Gurung (Oregon State University)
- 3. INDIVIDUAL VERSUS COLLABORATIVE ACTIVE LEARNING: IMPACT ON ACTUAL LEARNING, PERCEIVED LEARNING, AND MOTIVATION Nguyen Vo, Carla Strickland-Hughes (University of the Pacific)
- 4. THE IMPACT OF EARLY INTERVENTION ON SURVIVORS OF CHILDHOOD BETRAYALTRAUMA Ashley Mota Ortega, Aleksandria Grabow (California State University, San Marcos)
- INTERACTION OF PERSONALITY TRAITS ON BEHAVIORAL CHOICES IN ECONOMIC GAMES Maya Pillon, Maggie Fiocchi, Yanna Weisberg (Linfield University)
- 6. ASSOCIATIONS BETWEEN SELF-ESTEEM, GENDER CONGRUENCE, AND LIVING ENVIRONMENTS AND THEIR EFFECT ON TRANSGENDER AND GENDER NONCONFORMING PERSONS Elana Antolin-Wilczek (Dominican University of California)
- 7. THE INTERRELATIONSHIPS BETWEEN PERSONALITY FACTORS AND SEXUAL IDENITY DEVELOPMENTAL MILESTONES Donavan Cervantes, Marie Lippmann, Lawrence Herringer (California State University, Chico)

- 8. CREATING COMFORT: EXAMINING TRUST AND ANXIETY AMONG RACIALLY CONCORDANT AND DISCORDANT PATIENTS AND PHYSICIANS Amy Tran, Nicole Alea Albada (University of California, Santa Barbara)
- RELATIONSHIP BETWEEN TRAIT ANXIETY AND RISK TAKING: A META-ANALYSIS Leslie Fernandez, Paul Price (California State University, Fresno)
- THE IMPACT OF STUDENT-FACULTY INTERACTIONS Alexander Chavez-Siles, Sulki Kim, Vanessa Tomeo (Vanguard University of Southern California)
- DO UNIVERSITY LOGOS INFLUENCE PERCEPTIONS? Jessica Olsen (Oregon State University)
- MARIANISMO: CHALLENGING TRADITIONAL MEXICAN-AMERICAN GENDER ROLES FOR WOMEN Clarissa Montalvo, Brittany Bloodhart (California State University, San Bernardino)
- ETHNIC DIFFERENCES IN IPV SURVIVOR CONTACT WITH THE CRIMINALJUSTICE SYSTEM Olivia Backley, Diana Than, Taryn Thrasher, Courtney Ahrens (California State University, Long Beach)
- 14. THE ROLE OF DISSONANT ACCULTURATION ON SECOND-GENERATION LATINX IMMIGRANT-ORIGIN YOUTH'S DECISION MAKING AND OVERALL WELL-BEING Alma V. Astorga, Jasmine Gabb (San Francisco State University)
- AN APP A DAY SHOULD KEEP STRESS AWAY BUT DOESN'T Sophia Fischer, Regan A. R. Gurung (Oregon State University)
- 16. FIVE BOOKS, THREE READERS: A CONTENT ANALYSIS OF INTRODUCTORY PSYCHOLOGY TEXTBOOKS 1Joseph Slade, 1Regan A. R. Gurung, 1Stephanie Byers, 2R. Eric Landrum (1Oregon State University, 2Boise State University)
- 17. EXAMINING PARENTING STYLES AND CORPORAL PUNISHMENT OPINIONS ACROSS ETHNICITIES AND GENERATIONS Andrea Lopez, Argero Zerr (California State University, Channel Islands)

- ETHNIC SURVIVOR'S EXPERIENCES WITH SELF-BLAME AND VICTIM BLAMING Catherine Smith, Julia Maclaren, Courtney Ahrens (California State University, Long Beach)
- 19. WHO GETS THE TINGLES? MODELING ASMR PREDICTORS Allison B. Hewett, Phuong Vy Nguyen, Carin Perilloux (Southwestern University)
- 20. EVALUATING THE EFFECT OF MINDFULNESS PRACTICES MODERATED BY OPENNESS ON LONELINESS IN COLLEGE STUDENTS. Yuritza Escalante, Misaki Natsuaki (University of California, Riverside)
- 21. LEADER AND PROVIDER PERCEPTIONS OF ORGANIZATIONAL IMPLEMENTATION CLIMATE: FINDINGS FROM THE AUTISM IMPLEMENTATION TRIAL Kobe Huynh, Barbara Caplan, Kassandra Martinez, Lauren Brookman-Frazee (University of San Diego-Department of Psychological Sciences)
- 22. RELATIONSHIPS BETWEEN OCD SYMPTOMS, COVID ANXIETY, AND COGNITIVE DISTORTIONS Ariadne Kaylor (California Polytechnic State University, San Luis Obispo)
- 23. FAMILIAL INCARCERATION HISTORY AND FEELINGS OF SAFETY Bryden Esquibel, Kayleen Islam-Zwart (Eastern Washington University)
- 24. DOES EPISODIC FUTURE THINKING REDUCE DELAY DISCOUNTING OF MONEY AND CONDOM-PROTECTED SEX IN COLLEGE STUDENTS? Kanvarbir Gill, Patrick Johnson (California State University, Chico)
- 25. WHEN BLACK AND WHITE MEET BLUE: ASSESSING THE RELATIONSHIP BETWEEN RACE AND DRUGS. Kanvarbir Gill, Shawn Bates (California State University, Chico)
- 26. KINKS IN THE THERAPEUTIC RELATIONSHIP: BARRIERS TO DISCLOSING BDSM IDENTITY IN PSYCHOTHERAPY Saleenjit Kang, Kate Jansen (Midwestern University, Glendale)
- 27. THE SUSTAINABILITY OF SOCIAL MOVEMENTS: EVALUATING RISK AND BENEFITS Alejandro Garcia (California State University, San Bernardino)

- 28. A META-ANALYTIC STUDY ON THE EFFECTIVENESS OF INFORMATION LITERACY INTERVENTIONS IN UNDERGRADUATE POPULATIONS 1Hanni Rizk, 2Reed Mueller (1Concordia University Irvine, 2Northwestern College)
- 29. TESTING THE EFFECTIVENESS OF A NEW TYPE OF TRIGGER WARNING Olivia Nomura, Zachary Simmons (University of Portland)
- 30. PHYSICALACTIVITY, STRESS-ANXIETY, AND ACADEMIC PERFORMANCE IN UNDERGRADUATE STUDENTS DURING THE COVID-19 PANDEMIC Angel Diaz, Zurine De Miguel (California State University, Monterey Bay)
- 31. CRITICAL EVENTS AND THEIR IMPACT ON TEACHER ROLES, RESPONSIBILITIES, AND IDENTITY Antoinette Aragon, Claire Van Dyke, Tim Urdan (Santa Clara University)
- 32. PRE-PANDEMIC EMPATHY LONGITUDINALLY PREDICTS LATINA GIRLS' ALTRUISTIC GIVING BEHAVIOR DURING COVID-19
 Purnima Qamar, Nikki Adhami, Dana Glenn, Kalina Michalska (University of California, Riverside)
- 33. MITIGATING SELF-RELIANCE IN BIPOC TRANSFER STUDENTS BY EXPANDING ADVISING SUPPORT Tiara Freeman, Tsionah Novick (Portland State University)
- 34. BREAKING THE CYCLE OF 'POOR PARENTING' THROUGH COMPASSIONATE SERVICE Andrea Johnson, Clarity Brown, Michelle Bukkhegyi, Maika Jacoba, Sandina Begic (Boise State University)
- 35. SEEKING OUT NATURE TO IMPROVE SLEEP QUALITY AND RELIEVE BURNOUT DURING THE COVID-19 PANDEMIC Tiara Freeman, Sheila Umemoto, Cynthia Mohr (Portland State University)
- 36. ADDRESSING SEXUAL HARASSMENT IN FIELD RESEARCH AND ITS INFLUENCES ON JOB SATISFACTION Nicole Kaleinani Tabuena, Alejandro Garcia Gandara, Sarah Aguirre (California State University, San Bernardino)
- 37. CULTURAL IDENTIFICATION AND SUBSTANCE USE AMONG AMERICAN INDIAN AND CAUCASIAN ADULTS Lynn Martell, Justin McDonald (University of North Dakota)

- 38. EXAMINING SCHOOL STAFF PERCEPTIONS OF A TRAUMA-INFORMED CARE INITIATIVE ACROSS TIME: A QUALITATIVE ANALYSIS JoAnna Sendejo, Allison Brandt, Hiba Jbarah, Jhoevhana Sabado (Pacific University)
- SOCIAL SUPPORT MODERATES THE ANGER/PAIN RELATIONSHIP IN HEALTHY ADULTS BUT NOTTHOSE WITH FIBROMYALGIA Mariya Malone, Lauren Wells, Annie Rutkowski, Mitzi Ting, Barbara Cherry, Laura Zettel-Watson (California State University, Fullerton)
- 40. EXPLORATORY STUDY OF MINDFULNESS AND GRATITUDE PRACTICES IN MORAL EDUCATION (PART 2 OF 2) Abigail Edwards, Kaitlyn McFarlane, Madison Polignano, Joel Sagawa, Ross Oakes Mueller (Point Loma Nazarene University)
- 41. THE RELATIONSHIP BETWEEN BLUE LIGHT, SLEEP HYGIENE, AND SLEEP QUALITY Deontae Massey-Johnson, Charlie Hutson, Aspen Shirley, Heide Island (Pacific University)
- TRAUMA EXPERIENCE AND ITS RELATIONSHIP TO LOCUS OF CONTROL Bryden Esquibel, Marina Conner, Kayleen Islam-Zwart (Eastern Washington University)
- 43. "MISLEADING, SUGGESTIVE, OR BOTH?": FORCED CHOICE QUESTIONS IN CHILD MALTREATMENT INTERVIEWS Selin Yalcinkaya (University of Southern California)
- 44. HOW PROTESTANT WORK ETHIC RELATES TO PERCEIVED THREATS AND NEGATIVE ATTITUDES TOWARD PEOPLE WITH MENTAL ILLNESS AND DISABILITIES Franchesca Bondoc (Point Loma Nazarene University)
- 45. THE EFFECTS OF SURGICAL MASKS ON THE PERCEPTION OF EMOTIONAL FACIAL EXPRESSIONS DURING THE COVID-19 PANDEMIC Noreen Singh, Alejandra de Avellar, Jocelyn Barajas, Kristine Lee, Kendra McKinley, Angelina Narciso, Steven Peralta, Kerry Young, Deborah Forester, Gary Williams (California State University, Stanislaus)
- 46. RECALL OF EMOTIONAL SPEECH IN TELETHERAPY SETTINGS Teodor Zelenskyy, Laura Getz (University of San Diego)

- 47. PAPA AND PAGES: INFLUENCES ON PATERNAL READING BEHAVIORS IN BILINGUAL LATINX FAMILIES Zoe Deenihan, Naja Ferjan Ramírez (University of Washington)
- 48. EXPLORING INSTITUTIONAL NATURAL MENTORING RELATIONSHIPS OF FIRST GENERATION COLLEGE STUDENTS 1Breanna Billups, 1Lidia Monjaras Gaytan, 2Paola Sepulveda, 3Ida Salusky, 4Elizabeth Raposa (1DePaul University, 2University of Illinois of Chicago, 3Northwestern University, 4Fordham University)
- 49. CHILDREN'S UNDERSTANDING OF GERMS, CONTAGION, AND COVID-19 Amana Liddell, Jui Bhagwat (Santa Clara University)
- 50. ETHNIC DIFFERENCES IN IPV SURVIVORS' USE OF RESTRAINING ORDERS Diana Than, Taryn Thrasher, Olivia Backley, Courtney Ahrens (California State University, Long Beach)
- 51. INTERPRETATION OF MASKED AND UNMASKED FACES WITH EMOTIONAL AUDIO Rhiannon Novelli, Laura Getz (University of San Diego)
- 52. PARENTAL LEAVE LENGTH AND FEELINGS TOWARDS WORK PREDICT POSTPARTUM MATERNAL MENTAL HEALTH Christine Chang, Sabrina Liu, Laura Glynn (Chapman University)
- 53. PERCEIVED CREDIBILITY OF SOCIAL MEDIA POSTS USING AUTHORITY AND INTERACTION MARKERS Alicia Assang, Vivian Yan, Lourdes de Jesus, Kylie Cassutt, Michael Lin, Vanessa Do, Erica Martinez (University of California, San Diego)
- 54. THE IMPACT OF HYFLEX MODE ON STUDENTS: A QUASI-EXPERIMENT IN AN ENGINEERING COURSE Harmony Nguyen, Brooke Jones, Juliana Fuqua, Faye Wachs, Jessica Perez, Paul Nissenson, Chenna Hu, Talia Fernandez, Jonathan Aguilar, Alyssa Jurkevics (California State Polytechnic University, Pomona)
- 55. EPISODIC RETROSPECTION VS. PROSPECTION TO IMPROVE DELAY DISCOUNTING IN COLLEGE STUDENTS: AN ONLINE SYSTEMATIC REPLICATION Deja Shevalier, Patrick Johnson (California State University, Chico)
- 56. TO DISCLOSE OR NOTTO DISCLOSE? AUTISM LABELS REDUCE STIGMA AMONG COLLEGE STUDENTS Erin O'Crowley, Zoe McFarlane, Elizabeth Peek, Max Butterfield (Point Loma Nazarene University)

- 57. IDENTIFYING FACIAL EXPRESSIONS ACROSS ETHNICITIES Jianshan Khalsa (California State University, Monterey Bay)
- 58. DOES MASK WEARING CHANGE PERCEPTIONS OF SOCIAL RESPONSIBILITY AND LIKABILITY? VARIATIONS BY RACE Miriam Scheel, Regan A. R. Gurung (Oregon State University)

PAPER SESSION

02:15 PM - 03:15 PM Salon A

NEW IDEAS IN APPLICATIONS OF PERSONALITY RESEARCH

Chair: Jack Hanna (California State University, Fullerton)

02:15 RELIGIOSITY PREDICTS NEGATIVE PERSONALITY ATTRIBUTES: LINKS WITH DOGMATISM, SOCIAL DOMINANCE ORIENTATION, AND RIGHT-WING AUTHORITARIANISM Michael Baum, Heidi Riggio (California State University, Los Angeles)

02:30 EXPANDING IDENTIFICATION WITH ALL OF HUMANITY TO INCLUDE SELF-UNCERTAINTY

Andrea Wilson, Jacob Crocker, Amber Gaffney (Cal Poly Humboldt)

02:45 EXPECT THE BEST: EXTENDING FALSE CONSENSUS TO EXPECTATIONS OF INDIVIDUAL MORALITY

Kevin Willcox, Aaron Cox, Ann Rumble (Northern Arizona University)

03:00 SACRIFICIAL MORAL DILEMMAS: INSTRUCTIONS TO APPLY A UTILITARIAN RULE TO

Douglas Navarick, Jack Hanna (California State University, Fullerton)

SYMPOSIUM

02:15 PM - 03:45 PM Salon I

OUR SUSTAINABLE PLANET: A SOCIAL ACTION CLIMATE JUSTICE WORKSHOP

Chair: Shari Young Kuchenbecker (Western Positive Psychology Association (WPPA) and R. W. Research, Inc.)

What is environmental sustainability? It is the practice of interacting with our planet responsibly. We must avoid depleting our natural resources including clean air, water, soil, minerals, fuels, plants, and animals. Conserving earth's gifts requires action utilizing psychosocial tools, advises Albert Bandura.

Progress towards saving the planet from irreversible damage via climate change has three (3) aspects. Physical sciences research outlines what has happened and what is likely to happen. Policymakers are the second branch. Finally, the often-overlooked-system-system-glue includes environmental communicators. Together, these explain why caring and action will save us. Hindsight becomes our planet's death.

Our WPA Workshop will inspire participants to find their niche in sustainable progress.

There are tons of ways to help!

Encouraged by Albert Bandura (2020) to enlist the power of youth in our climate change movement, Rachel Portillo, Stanford student/activist, and Gabrielle Wong-Parodi, Stanford Professor share their stories - how they've connected their passions and their desire to stop irreversible climate change. Audience members are invited to share their work, too. Professors Kuchenbecker and Phil Zimbardo will lead participants in forming social action communities - a new force in psychology's wheelhouse - environmental collective efficacy – together.

MY STORY: PASSIVE ENVIRONMENTALISM TO ENVIRONMENTAL SCIENCE SCHOLAR AND COMMUNICATOR Rachel Portillo (Stanford University) Stanford Student, Social & Climate Activist

MY STORY: EXPLORING & UNDERSTANDING HOW TO USE INSIGHTS FROM THE SOCIAL SCIENCES TO PROMOTE SUSTAINABLE BEHAVIORS Gabrielle Wong-Parodi, Ph.D. (Stanford University) Assistant Professor of Earth System Science Center and Fellow at the Woods Institute for the Environment

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MY STORY: FROM THE STANFORD PRISON STUDY TO EVERYDAY ENVIRONMENTAL ECO-HEROISM Philip Zimbardo, Ph.D. - Stanford University Professor Emeritus, President and Founder of the Heroic Imagination Project (HIP)

ALBERT BANDURA'S LEGACY - ENLISTING THE POWER OF YOUTH FOR CLIMATE CHANGE Shari Young Kuchenbecker, Ph.D., Associate Director and Co-Founder of Western Positive Psychology Association (WPPA)

Discussant 1: Philip Zimbardo, Stanford University Professor Emeritus) Discussant 2: Shari Young Kuchenbecker (Western Positive Psychological Association WPPA - Claremont, CA

PT@CC/CABE 02:30 PM - 03:30 PM Salon G/H

INNOVATIVE TEACHING SYMPOSIUM #1

Chair: Vivian McCann (Portland Community College)

SOAR AT GCC: DIVERSIFYING THE PSYCHOLOGICAL SCIENCE PIPELINE

Lisa Worthy, Ladonna Lewis, Glendale Community College, Arizona

Ladonna Lewis, Glendale Community College

Previous studies have demonstrated that participation in student research projects builds critical thinking skills and analytical ability (Lopatto, 2003; Seymour, Hunter, Laursen, & DeAntoni, 2003), and that undergraduate students who participate in research are more likely to finish a baccalaureate degree and go on to graduate school (Kinzie, 2010; Lopatto, 2007; Nagda et al., 2003). We decided to implement this high impact practice with high school students from underrepresented groups in the hopes of encouraging them to attend college, and specifically, to consider science in general, and psychology specifically, as a major.

Glendale Community College psychology faculty members, with the help of a grant from the APA Commission on Ethnic Minority Recruitment, Retention and Training, created a summer psychology research workshop designed for underrepresented, ethnic minority high school students. The summer workshop

called Skills, Opportunity and Achievement through Research (SOAR) was a 10 - week program held on our campus during the summer 2021. Three psychology faculty members and 12 students met in person twice a week for 90 minutes. We used a lecture/lab format where students participated in 45 minutes of lecture followed by 45 minutes of lab time. The students were divided into three small research groups where they worked on creating and implementing an experimental research study exploring topics in psychology. At the end of the 10 week workshop, students presented their research in a poster presentation session on campus attended by members of the campus community.

We will discuss how we were able to obtain the grant, our outreach and application efforts, how the summer program was structured, and the curriculum we used. In addition, we will talk about the data that were collected regarding the students' experiences in the program.

PSYCHOLOGY EVERYWHERE! CREATING A PSYCHOLOGY IMMERSION EXPERIENCE TO PROMOTE STUDENT ENGAGEMENT AND GROWTH BEYOND THE CLASSROOM

Andria Woodell, Central Oregon Community College

Matthew Novak, Central Oregon Community College

Studies have suggested student engagement in co-curricular activities (e.g., undergraduate research, club membership, internships, leadership) can benefit a student's perception of preparedness for graduate school or workplace readiness. The Ohio State Center for the Study of Student Life found direct evidence of the benefits of co-curricular activities on employment. Employers were provided with resumes generated to include low number, medium number, or high number of co-curricular experiences. Employers consistently rated those students with a high number of co-curricular experiences as more employable. Even those with minimum experiences were ranked higher than individuals with none listed. However, much of the research examining the impact of co-curricular experiences appears to focus on student in university settings. Few have examined the impact value of co-curricular engagement at the community college level.

Students who opt to complete their first two years at a community college may have a portion of of traditionally aged college students, but many institutions have a student body that includes first generation students, ethnic or racial minorities, non-traditionally aged students, students who struggled academically in high school or students from lower socio-economic environments. As a result, community colleges

can be faced with unique set of challenge regarding student accessibility to cocurricular programs and campus financial or structural support for when developing co-curricular programs.

Central Oregon Community College's Psychology Discipline has developed the Psychology Immersion Experience (PIE) to allow students from all backgrounds the opportunity to engage in an arrange of co-curricular experiences designed to strengthen a student's knowledge of the field of psychology, develop soft skills, and provide research, leadership and community service opportunities for resumes or CVs. PIE originated as a small gathering of students and faculty exploring psychology outside the classroom and turned into a multi-faceted structure that hosts lecture, journal clubs, field and experimental research and organizes a campus-wide minconference that showcases students work every term.

We will discuss our successes and challenges in building this program, the impact it has had on our students over the years and provide ideas on where to start for those interested in developing a similar program at their institution

SOCIETY FOR THE TEACHING OF PSYCHOLOGY (STP)

03:00 PM - 04:00 PM Salon B/C

SOCIETY FOR THE TEACHING OF PSYCHOLOGY DISTINGUISHED SPEAKER

MENTORING UNDERGRADUATES IN RESEARCH: BENEFITS, CHALLENGES, STRATEGIES

Jerry Rudmann (Irvine Valley College)

Chair: Heidi Riggio (California State University, Los Angeles)

Research shows that students often benefit by participating in undergraduate research. Involvement in research can be a high impact and equity-promoting educational experience in which students develop a greater understanding and appreciation of psychological research, strengthen their resumes, and acquire skills employers seek in today's job applicants. Despite the challenges we may encounter, there are strategies for expanding undergraduate research.

Biography:

Jerry's career includes human factors engineering, supervising an institutional research office, teaching psychology, and directing the Psi Beta national honor society. He has served on several APA groups, such as those that developed APA's Guidelines (versions 1.0, 2.0, and currently under development, version 3.0), the 21st Century Workforce Skills, and the Introductory Psychology Initiative.

WPA AWARDS CEREMONY AND PRESIDENTIAL ADDRESS

04:00 PM - 06:00 PM Salon E

The WPA awards scholarships to Student Members whose first-author presentations were judged to be highly meritorious by the Program Review Committee. The students listed below will receive a scholarship award. These scholarships are funded through generous contributions to the Student Scholarship Fund.

WPA STUDENTTRAVEL AWARDS

Dominique Alexander, University of Nevada, Reno
Blake Budke, Eastern Washington University
Breanna Ceballos, California Polytechnic State University, San Luis Obispo
Amy Cole, California State University, Sacramento
Lea Hemphill, California State University, San Bernardino
Nikki Iadarola, Pacific University
Nicole Khauli, Palo Alto University
Emily Krmpotich, California State University, Sacramento
Natasha Lindert, Chapman University
Kerri Lyons, Santa Clara University
Naila Masom, Santa Clara University
Megan Maxwell, Chapman University
Jexy Nepangue, California State University, East Bay

WPA SPECIAL STUDENT AWARDS

These special awards are funded by endowments created and supported by the individuals and institutions indicated in the titles of the awards

Robert L. Solso Research Award

Robbie Lyons, California State University San Marcos Rhiannon Rivas, California State University, San Bernardino Kimia Shamsian, University of California, Riverside

Christina Maslach-Philip Zimbardo Research Awards in Social Psychology

Nancy Moreno, San Diego State University; Devanshi Upadhyaya, California State University San Marcos

Gottfried WPA Student Research Award in Developmental Psychology

Alyssa Briones, University of California Irvine

Dr. Steven Ungerleider WPA Graduate Research Award

Madeline Berg, California State University, Long Beach

Barbara Tabachnick Award for Outstanding Application of Quantitative Methods

Jeongin Hong, California State University, Sacramento;

The WPA Fellows and Awards Committee, chaired by Terry Cronan has made the following awards to recognize outstanding achievements of WPA members.

WPA PROFESSIONAL AWARDS

2022 WPA Early Career Research Award

Tristen Inagaki, San Diego State University

2022 Enrico E. Jones Award in Clinical Psychology Research

Matthew Yalch, Palo Alto University

2022 WPA Outstanding Teaching Award

Alyson Burns-Glover, Pacific University

2022 WPA Social Responsibility Award

Sue Kapitanoff, American Jewish University

2022 WPA Distinguished Service Award

Jerry Rudmann, Irvine Valley College

2022 WPA Lifetime Achievement Award

Jodie Ullman, California State University, San Bernardino

2022 WPA FELLOWS

David J. Hardy, Loyola Marymount Kathleen Suzanne Johnson Preston, California State University, Fullerton Nora A. Murphy, Loyola Marymount

2022 WPA PRESIDENTIAL ADDRESS NOW! THE TIME TO TRANSFORM PSYCHOLOGY INTO A DIVERSE, SOCIALLY JUST, AND SUSTAINABLE DISCIPLINE

Jon Grahe (Pacific Lutheran University)

Chair: Heidi Riggio (California State University, Los Angeles)

As we enter the third decade of the twenty first century, we are situated in an historic inflection point. We have progressed into the Anthropocene geological age where human influence has become the dominant impact on our climate and physical environment, though scientists do not yet agree exactly when it began. Technological changes that were imagined in science fiction now exist in ways that have shocked most of our recent lifetimes. Computers and cloud-based systems bring novel spaces to work and live, but also opportunity to isolate and misinform, mostly carried within a tiny device we call a phone. Transportation lexicons now include self-driving cars and space tourism, but also increased demand for raw materials and autonomous weaponized drones. At the same time population growth and energy consumption bring us both the opportunity of multitudinous minds filled with brilliance and creativity, but also the environmental costs of increasing human consumption. These technological transformations coincide with social upheaval. Poverty, famine, religious hate, insurrections, and invasions, co-exist with a pandemic unrivaled in impact for at least 100 years.

As students, researchers, and practitioners of psychology, we focus on the experience of being human. Across the breadth of our discipline, our questions are diverse in content and concern. This causes disagreements between theoretical, methodological, and analytical approaches, but we are all centered on questions addressing the human condition. This talk invites us to consider that the time is now

to remake our field into a diverse, socially just, and sustainable discipline. And while truth is elusive to science, there are some emerging approaches and tools that suggest novel future pathways.

Biography:

Jon Grahe earned his BA from Shippensburg University and Ph.D. in Experimental Psychology from the University of Toledo. He is presently a Professor of Psychology and Department Chair at Pacific Lutheran University, President of Western Psychological Association, and Senior Editorial Advisor for the Routledge Open: Psychology open-access journal. He was recognized as Fellow for both the Western Psychological Association and Midwestern Psychological Association, is a former President of Psi Chi, and recently finished his role as Managing Executive Editor of The Journal of Social Psychology. Though trained as a social psychologist, he refocused his scholarship toward organizing and administering large scale collaborative research projects for undergraduates such as the CREP and the EAMMi projects. He recently published a book entitled "A Journey into Open Science and Research Transparency in Psychology", is a co-editor of a volume under contract with Taylor & Francis entitled, "Early Contributions of Women of Color to Psychology", and has a 2nd edited volume of the same topic under review.

WPA SOCIAL HOUR AND RECEPTION 06:00 PM - 07:00 PM Ballroom Foyer and Registration Area

Everyone is Welcome! Please come!

SATURDAY, APRIL 30

DISTINGUISHED SPEAKER

08:00 AM - 09:00 AM Salon E | CE Available

USING PERSONALITY ASSESSMENTS TO INCREASE DIVERSITY, EQUITY, AND INCLUSION

Ryne Sherman (Hogan Assessments)

Chair: Brandilynn Villarreal (California State Polytechnic University, Humboldt)

Many businesses and organizations today are actively seeking to improve diversity, equity, and inclusion. At the same time, these organizations want to hire candidates who are qualified and likely to perform well on the job. This talk describes how scientifically validated personality assessments are being used in organizations to simultaneously achieve both goals. Because personality assessments show no practically meaningful differences related to gender, sex, race, ethnicity, age, or socioeconomic status, they provide a fair and accurate way to evaluate job candidates that is not subject to implicit or explicit bias against minority candidates. In addition, this talk presents original research showing that personality characteristics can be used to identify leaders who are more likely to support DE&I initiatives, furthering organizational DE&I goals.

Biography:

Ryne A. Sherman, Ph.D., is the Chief Science Officer at Hogan Assessment Systems. Prior to this he was an associate professor of psychology at Florida Atlantic University and Texas Tech University for seven years, teaching personality, social, and IO psychology. He received his B.A. magna cum laude in Psychology and History

from Monmouth College and his Ph.D. in Personality / Social Psychology from the University of California, Riverside. Dr. Sherman is an expert on personality assessment, leadership, and organizational effectiveness. He is co-host of the Science of Personality Podcast which exposes listeners to the latest research on these topics. His research on personality and its interaction with everyday situations was awarded federal support from the National Science Foundation. He has received numerous awards for his research including being names a "Rising Star" in 2016 by the Association for Psychological Science and a SAGE Young Scholars award in 2018.

POSTER SESSION 10

08:00 AM - 09:15 AM Exhibit Hall

PSYCHOLOGY & THE LAW AND PSI BETA

- JUROR BIAS TOWARD MENTAL ILLNESS AND GENDER AND ITS EFFECTS ON DECISION MAKING Claudia Soto (California Baptist University)
- 2. THE IMPACT OF CRIMINAL STEREOTYPES AND CRIME SEVERITY ON THE INTERPRETATION OF FORENSIC EVIDENCE Adriana Loschiavo, Alexa Rood, Sandra Vermeulen (Thompson Rivers University)
- 3. EXAMINING THE ROLE OF COMPASSION TOWARDS VICTIMS AND HARM-DOERS IN SENTENCING DECISIONS AND PUNISHMENT Madelline Beckham, Daniella Cluver, Tiphaney Coles, Patricia De La Rosa Torres, Yanina Lavarias, Isabelle Madayag, Elizabeth Nguyen, Gurneet Nijjar, Fabiola Valle, Matthews Dayawna, Gabriella Martinez, Amy Smith (San Francisco State University)
- THE IMPACT OF A DEFENDANT'S RACE/ETHNICITY AND EDUCATION LEVEL ON JUROR'S PERCEPTIONS IN A FALSE CONFESSION CASE Alexandra Anthonioz, Amanda ElBassiouny (California Lutheran University)
- OBSERVING AVERSIVE BIAS IN COURT TRIALS DEALING WITH DEFENDANTS SUFFERING FROM A MENTAL ILLNESS Yanelli Guzman (California State University, Fullerton)
- 6. DO BLACK LIVES MATTER IF THE BLACK DEFENDANT SUFFERS FROM MENTAL ILLNESS? AN AVERSIVE RACISM EXPLANATION

- FOR JUROR BIAS Russ Espinoza, Samantha Avalos, Brittany Freeman, Maddy Hernandez, Chloe Nehme, Todd Skidmore (California State University, Fullerton)
- 7. EXPOSURE TO VIOLENCE TYPOLOGY AND FUTURE OFFENDING IN JUVENILES: WHAT'S CU GOT TO DO WITH IT? Yareli Ruiz Montes, Flynn McGrath (University of California, Irvine)
- 8. HOW PRIOR TEXT READIBILITY IMPACTS COMPREHENSION OF A SUBSEQUENTTEXT Ben Dumont, Jessica Choplin (DePaul University)
- 9. EXPOSURE TO VIOLENCE AND OFFENDING THE MEDIATING ROLE OF MORAL DISENGAGEMENT 1Elizabeth Cauffman, 1Emily Kan, 2Ella Suh, 1Laura Fulton, 1Karla Galvan (1University of California, Irvine, 2University of California, Berkeley)
- 10. THE EFFECTS OF PERCEIVED STRESS DURING ENCODING OR RETRIEVAL ON EYEWITNESS MEMORY Sydney Schleicher (University of San Francisco)
- II. EFFECTS OF ANCHORING AND EVIDENCE STRENGTH ON MOCK ATTORNEYS' PLEA RECOMMENDATIONS Janice Burke, Sarah Moody, Yueran Yang (University of Nevada, Reno)
- CRIMINAL STEREOTYPES AND THE INTERPRETATION OF FORENSIC EVIDENCE Alexa Rood, Adriana Loschiavo, Sandra Vermeulen (Thompson Rivers University)
- 13. IMPACTS OF FAMILIAL ARREST ON PROCEDURAL JUSTICE PERSPECTIVES OF JUSTICE INVOLVED-YOUTHS Imani Randolph, Grace Icenogle, Emily Hernandez, Kate Kang (University of California, Irvine)
- 14. MEMORY CONFORMITY ON VISUAL AND AUDITORY INFORMATION In-Kyeong Kim, Stephanie Galima, Hannah Sitanggang (La Sierra University)
- EFFECTS OF DEFENDANT GENDER ON JUROR DECISION-MAKING IN A MOCK SEX TRAFFICKING CASE Kay Lynn Stevens (Columbia Basin College)
- THE DEVELOPMENT OF A "STYLE SELF-EFFICACY" MEASURE Amber Ahsan, Alicia Hu, Ashley Jane Pagador, Michael Cassens (Irvine Valley College)

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- 17. SOCIAL INFLUENCE IN A VIRTUAL SPACE: SOCIAL PROOF VERSUS AUTHORITY POWER Brittany Kester, Oubadah Alwan, Ruth Castillo, Andrew Cook, Hazel Halili, Lily Franklin, Sevilla Leuteneker, Tyler Wong, Michael Cassens (Irvine Valley College)
- 18. WHERE'S PERSONALITY? ITWAS SUPPOSED TO MEET US IN ZOOM: ONLINE PERSONALITY IN A STRONG SITUATION Tyler Wong, Brittany Kester, Lily Franklin, Sevilla Leuteneker, Oubadah Alwan, Andrew Cook, Ruth Castillo, Hazel Halili, Michael Cassens (Irvine Valley College)
- DO MASKS HIDE OUR FEELINGS? THE EFFECT OF MASKS ON EMOTION RECOGNITION AND SOCIAL INTERACTIONS Shilpi Banka (Foothill College)
- 20. GROWTH AND GAINS: WORKOUT PROFICIENCY AND MUSCLE DYSMORPHIA Finn Doyle (Foothill College)
- SOCIAL MEDIA USE AND ASSOCIATED MENTAL HEALTH ISSUES: A META-ANALYSIS Melanie Johnson, Joseph Bennett, Darwin Buckner, Talia Westphal, Nicola Schmelzer, Abel Pichardo (San Diego Mesa College)
- 22. DOES SAYING "BITCH" MEAN YOU'RE SEXIST?: INVESTIGATING SEXISM IN MODERN-DAY LANGUAGE Kelly Kieu, Karis Kim, Emily Otero, Michael Cassens (Irvine Valley College)
- 23. IS IT REALLY GETTING BETTER? THE FACTORS AFFECTING MODERN-DAY SEGREGATION IN OUR LOCAL COMMUNITIES Juan Lopez, Keola Asing, Edward Ahn, Otón De Souza Jr. (Foothill College)
- 24. THE BODY FROM WITHIN; TREATMENT FOR CHRONIC PATIENTS WITH CAM, PLACEBO AND MEDICATION Shireen Mohawjawad (Irvine Valley College)
- 25. COMMUNICATION, PERSONAL LOSS, AND BELIEFS: A STUDENT PERSPECTIVE ON THE EFFECTS OF COVID-19 Anne Pineda-Moore, Evly Pacheco (Estrella Mountain College)
- 26. THE RELATIONSHIP BETWEEN PROBLEMATIC SOCIAL MEDIA USE AND TIME SPENT ON SOCIAL MEDIA: EXPLORING NEUROTICISM AS A MODERATOR Nicola Schmelzer, Talia Westphal, Joseph Bennett, Darwin Buckner, Abel Pichardo (San Diego Mesa College)

- 27. "I HATE MY JOB!": FACTORS THAT LEAD TO BURNOUT IN A WORK-FROM-HOME SAMPLE Farhana Tabassoom (Foothill College)
- 28. PREDICTIVE TEXT AND LINGUISTIC PRESCRIPTIVISM Jasper Thomas (Irvine Valley College)
- 29. ANALYSIS OF LONELINESS AND PARTICIPATION IN RECREATIONAL ACTIVITIES, SPIRITUALITY, WORK, AND SCHOOL IN EAST COUNTY, WASHINGTON DURING THE COVID-19 LOCKDOWN Mudasir Zubair
- 30. THE IMPACT OF COVID-19 ON ACADEMIC PERFORMANCE: OBSTACLES FOR COLLEGE STUDENTS Alexia D. Sanchez (Estrella Mountain Community College)
- 31. PERSONALITY FACTORS AND THEIR INFLUENCE ON STUDENT ENGAGEMENT WITHIN COLLEGE CAMPUSES AMIDSTTHE COVID-19 PANDEMIC Tyler Wong, Shireen Aryan, Brittany Kester, Sofia Parrish, Ruth Castillo (Irvine Valley College)
- 32. IMPACT ON LONELINESS DURING THE COVID-19 PANDEMIC LOCKDOWN BASED ON AGE, HOUSEHOLD SIZE, PETS, AND ROMANTIC RELATIONSHIPS Alexis Cherry, Angela Simler, Sylvia Waldron (Bellevue College)

SYMPOSIUM

08:15 AM - 09:15 AM Salon B/C | CE Available

MEASURING VISUOSPATIAL MEMORY: INTRODUCTION OF THE V-SMART SHORT FORM

Chair: Peter Vik (Pacific University Oregon)

Memory loss is a concern among adults as they age. Memory measures that distinguish between encoding, storage, and retrieval can aid differential diagnostic decisions for individuals with age-related memory disorders. While verbal measures, such as the California Verbal Learning Test (CVLT-II), effectively distinguish encoding, storage, and retrieval, visuospatial memory measures generally do not consider these different processes. Traditional visual memory tests often do not establish that learning has occurred before assessing recall, and most visuospatial measures are confounded by an examinee's graphomotor ability by requiring examinees to draw a figure. The Visual-Spatial Memory and Recall Test (V-SMART)

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was developed to address the limitations of traditional visuospatial memory tests. The original V-SMART, however, was perceived by examinees as too long and stressful. Therefore, our lab initiated the development and examination of a shortened version of the V-SMART. This symposium will present preliminary psychometric data for the V-SMART Short Form. Additionally, with technological advances and the advantages for enhanced clinical testing, our lab has begun to develop a tablet-based version of the V-SMART Short Form. This symposium will demonstrate our preliminary tablet-based version of the shortened V-SMART.

In paper one, King presents correlations between the V-SMART scores (learning and recall) and other measures of verbal and visuospatial memory, attention, and executive functioning among a sample of 104 older adults (age > 55 years). Additionally, he will compare V-SMART scores between examinees with and without Mild Cognitive Impairment (MCI). Findings support the V-SMART learning score as a measure of learning and V-SMART recall as sensitive to MCI. In paper two, Siegel examines process scores (errors) examinees make when taking the V-SMART. These error indices include insertions, omissions, perseverations, and non-perseverative repetitions. Such errors on verbal memory tests have been used to distinguish types of dementia disorders. Findings indicated that these error scores were sensitive to MCI status and error scores relate to other cognitive measures. In paper three, Harnsberger will demonstrate the electronic version of the V-SMART that she developed to improve ease and accuracy of test administration.

MEASURING VISUAL-SPATIAL MEMORY: A SHORT VERSION OF THE V-SMART Keegan King (Pacific University)

V-SMART SHORT-FORM ERRORS Lauren Siegel (Pacific University)

DEMONSTRATION OF THE DIGITAL VISUAL-SPATIAL MEMORY AND RECALL TEST – SHORT FORM Kelly Harnsberger (Pacific University)

Discussant 1: Claudia Jacova, Pacific University

DISTINGUISHED SPEAKER

08:30 AM - 09:30 AM Salon F

THE CLASHING NARRATIVES APPROACH TO CONFLICT: FROM ISRAEL/PALESTINE TO THE TRUMP/BIDEN ELECTION

Ella Ben Hagai (California State University, Fullerton)

Chair: Delia Saenz (Arizona State University)

In this talk I offer a framework to understand political conflict based on a clashing narrative approach. Using studies with Israeli and Palestinian adolescents as well as debates over Israel/Palestine on college campuses, I will show that at the heart of the conflict are two clashing narratives. Nevertheless, when Jewish and Arab Americans acknowledge the outgroup narrative, they are more likely to support a peaceful solution to the most intractable conflict of our time. In the second part of the talk, I will invite the audience to reflect on the clashing narratives at the heart of American politics. Based on survey data I will demonstrate that the strongest predictors for support for Trump over Biden in the 2020 election was agreement with the narrative of the American dream and rejection of the narrative that sees the U.S as a structurally racist country.

Biography:

Ella Ben Hagai is a professor of social psychology at California State University Fullerton. Her research explores what leads members of groups in conflict to acknowledge the outgroup narrative and work in solidarity for more equal distribution of resources. Trained in Anthropology at the London School of Economics (MSc) and Psychology at UC Berkeley (BA) and UC Santa Cruz (Ph.D), she is versed in an eclectic set of methodologies including ethnographical, interviews, and survey research. Recently published articles use different methods to explore the formation of solidarity among African American, Latinx, and Queer-identified people who are part of the justice in Palestine movement. Another set of articles analyzes the current schism in the Jewish American community regarding Israel, including debates on college campuses between Jewish groups and the influence of the Birthright trip on Jewish Americans' understanding of the Israeli-Palestinian conflict. Her theoretical work examines the intersections between trans* and queer theory and recent psychological research on gender and sexuality. She is the Co-Editor and Chief of the Journal of Lesbian Studies.

STATISTICS WORKSHOP

08:30 AM - 10:30 AM Mount Hood | CE Available

MONTE CARLO SIMULATION APPROACHES FOR COMPLEX DATA STRUCTURES

Oscar Olvera Astivia (University of Washington)

Chair: Chris Aberson (California State Polytechnic University, Humboldt)

Monte Carlo simulations have become the "workhorse" of the modern quantitative

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scientist due to its flexibility and power to mimic data structures. At the crux of this method lies the ability for the computer to mimic true randomness in order to understand the properties of statistical estimators and quantifiers of inference that are used in everyday data analysis. Nevertheless, a simulation is only as good as the inputs given by the researcher and its ability to generate data that truly reflects the properties of the data found by researchers. The present workshop introduces methodologies to allow researchers to simulate multivariate, non-normal data (be it discrete or continuous) with an eye towards performing power analyses for complex models. The focus will be on the application of these data-generating algorithms as well as the limitations and caveats that researchers should be mindful of.

Biography:

Dr. Astivia is an assistant professor in the Measurement and Statistics program at the University of Washington's College of Education. Dr. Astivia specializes in psychometric and statistical research, with special emphasis on the mathematical properties of data-generating algorithms for Monte Carlo simulations. He is interested in studying multivariate, non-normal spaces through the use of copula distribution theory and how this framework can be applied to latent variable modelling. He also has a special focus on revisiting what can be considered "best practices" or "common knowledge" in data analysis and look at their implicit assumptions.

Dr. Astivia's work has been published in the "British Journal of Mathematical and Statistical Psychology," the "Journal of Educational and Behavioral Statistics," and "Educational and Psychological Measurement," among others. He is the current Director of Communications of the Quantitative Methods section of the Canadian Psychological Association and serves as consulting editor in the journals of Meta Psychology, Frontiers in Quantitative Psychology among others.

PSI CHI

09:00 AM - 10:00 AM Salon G/H

PSI CHI DISTINGUISHED DIVERSITY SPEAKER

NOW WHAT: HEALTH EQUITY IN 2022 AND BEYOND

Tanecia Blue, VA Pacific Islands Healthcare System

The field of psychology has played a role in minoritizing and promoting negative attitudes and beliefs about minoritized individuals. Moreover, psychologists have been involved in public policies that have led to systems of racism in the United States. Over the last two years the United States has faced what some have termed, "a racial reckoning". The beginning of this generation's civil rights movement started with sustained discussion regarding multiple police involved murders in the spring of 2020 in the setting of a global pandemic. This talk will briefly review historical antecedents and key events over the past two years (e.g., murder of George Floyd, pandemic) along with responses to those events (e.g., apologies by professional associations, refocusing on equity and inclusion). This talk will also describe health equity in psychology. Moreover, actions and outcomes in the field of psychology in 2022 which signify sustainable changes toward promoting health equity will be discussed.

Biography:

Dr. Tanecia Blue has worked in the area of diversity, equity, and inclusion since early in her career. Her graduate research focused on international student adjustment and the role of social support in that process. Dr. Blue was the Diversity Chair for Hawaii Psychological Association (HPA). Dr. Blue is the current Diversity and Inclusion Officer for Society for Health Psychology and her primary initiative is educating health psychologists about the role of psychology in improving health equity. Dr. Blue has worked in the public sector throughout her career both in the Department of Veterans Affairs and in the Department of Defense. She currently manages a cultural transformation program focused on improving care in the treatment of veterans at the VA Pacific Islands Healthcare System. In her day-to-day work, she has promoted the importance of improving diversity in the workplace, making decisions that impact stakeholders equitably, and creating a more inclusive work environment. Dr. Blue is a trained clinical health psychologist and spends her clinical time teaching patients self-regulation techniques and self-management strategies. Her research focuses on psychological interventions for various medical

conditions. She has an additional interest in understanding the role of patientcentered care and values-based interventions in improving communication and outcomes in racially discordant interactions

SYMPOSIUM

09:30 AM - 10:45 AM Salon I

APPLIED ACADEMIC EXPERIENCES: PROVIDING OPPORTUNITIES FOR STUDENT INVOLVEMENT AND APPLICATION OF SKILLS

Chair: Lauren Roscoe (Western Oregon University)

This symposium will feature three applied experiences: a) Building Resilience in Children Course and partnership with local elementary school, b) Middle School Mentoring Program, and c) Psychology Peer Advising Program. All three talks will outline the creation and implementation of the programs, discuss the benefits of such experiences for students, faculty, and the community, and allow time for discussion of best practices of creating applied experiences.

BUILDING RESILIENCE: INTEGRATING KNOWLEDGE AND SOCIAL RESPONSIBILITY THROUGH SERVICE LEARNING Chehalis M. Strapp (Western Oregon University)

THEORY TO PRACTICE: EXPERIENTIAL EDUCATION AS UNDERGRADUATES MENTOR MIDDLE SCHOOL STUDENTS Brooke Dolenc Nott (Western Oregon University)

THE CREATION AND IMPLEMENTATION OF A PSYCHOLOGY PEER ADVISING CENTER Lauren J. Roscoe, Alicia Y. Ibaraki (Western Oregon University)

Discussant 1: Lauren Roscoe, Western Oregon University

POSTER SESSION 11

09:30 AM - 10:45 AM Exhibit Hall

GENDER & SEXUALITY

- WAS IT RAPE? THE RELATIONSHIP BETWEEN RAPE
 ACKNOWLEDGEMENT STATUS AND PERCEPTIONS OF SEXUAL
 VIOLENCE Paige Michel, Brianna Delker (Western Washington University)
- FACTORS CONTRIBUTING TO WORKPLACE CLIMATE FOR SEXUAL AND GENDER DIVERSE INDIVIDUALS: A NARRATIVE REVIEW Ashley Righetti, Elizabeth Mateer (Seattle Pacific University)
- 3. DO YOU FEEL SUPPORTED? RAPE ACKNOWLEDGMENT STATUS AND HELP SEEKING AMONG COLLEGE WOMEN Annalyn Ledesma, Paige Michel, Brianna Delker (Western Washington University)
- 4. REPRESENTING GENDER AT WPA: WHO IS TALKING AND WHAT ARE THEY TALKING ABOUT, 1976-2021 Madison McKay (Pacific University)
- HOW GENDER INFLUENCES EVALUATION OF GAMER SKILLS AND PERCEPTION OF COVERT RACISM Jonastasya Griffith (California State University, Northridge)
- 6. PROTECTIVE FACTORS FOR GENDER DYSPHORIA IN THERAPY EXPERIENCES Silas Zelny, Marie Lippmann, Lawrence Herringer (California State University, Chico)
- REDEMPTION IN STORIES AND FOR STORYTELLERS: COMPARING PUBLIC PERCEPTIONS OF INTERPERSONAL VIOLENCE VERSUS LESS-STIGMATIZING TRAUMA Kit Turner, Paige Michel, Brianna Delker, Kate McLean (Western Washington University)
- 8. IS "THEY" A TRULY GENDER-NEUTRAL PRONOUN? Lara H Nassar, Jordan Mall, Nico Dellar, Saige Ferko, Lisa S. Wagner (University of San Francisco)
- 9. AFFECT, PERSONALITY, SEXISM, AND THE MENSTRUATING WOMAN Po-Sen Chu, Emma Jefferson (Western New Mexico University)
- 10. MOM, DAD. . . I'M TRANS: A REVIEW OF FAMILY SUPPORT/ REJECTION AND INTERNALIZING SYMPTOMS IN TRANSGENDER YOUTH Jaylee York, Mary Charleson (Seattle Pacific University)

- II. FAMILIES IN QUARANTINE ONE YEAR LATER: COVID-19 EFFECTS ON MOTHERS' AND CHILDREN'S LABOR, LEISURE, AND EDUCATION Emily Coyle, Nicole Akana, Raphaela Cady, Tess Ashley-Cole, Holly McGrath (Saint Martin's University)
- 12. FILTERING BY GENDER: THE EFFECT OF WEBSITE FILTERS ON CHILDREN'S TOY PREFERENCES Tess Ashley-Cole, Holly McGrath, Megan Convery, Emily Coyle (Saint Martin's University)
- TRANSGENDER PEOPLE'S PERCEPTIONS OF MEDICAL TREATMENT Nikolai Guimaoutdinov, Jane Tram, Caitlyn Trullinger-Dwyer (Pacific University)
- 14. CONTEXT COUNTS: MODIFYING OBJECTIFICATION FROM CLOTHING Megan Sherman, Regan A. R. Gurung (Oregon State University)
- 15. WHAT'S THE HARM IN BEING NICE? BENEVOLENT SEXISM IN LOVE AND WORK 1Abby King, 1Kristen McCabe, 2Argero Zerr (1University of San Diego, 2California State University, Channel Islands)
- VIOLENCE AGAINSTTRANSGENDER WOMEN BY THEIR INTIMATE PARTNERS: A RACIAL COMPARISON Jasmin Fernandez, Samuel Aguirre, Greg Kim-Ju (California State University, Sacramento)
- 17. IDENTITY PRIDE AND SEXUAL FUNCTIONING AMONG TRANSGENDER AND GENDER EXPANSIVE (TGE) ADULTS Emily Beggiato, Sydney Kelly, Leah Barngrover (California School of Professional Psychology)
- RELATIONSHIP BETWEEN MOTHER AND CHILD'S GENDER ROLE ATTITUDES AND CHILD'S SELF-ESTEEM Samantha Waters (California State University, Sacramento)
- 19. PERCEPTIONS OF PERSONAL SAFETY AND SUICIDE RISK AMONG TRANSGENDER COLLEGE STUDENTS Holly Zell (Oregon State University)
- 20. SELF-CRITICISM: PEOPLE'S ATTITUDES OVER TIME TO OTHER'S STATEMENTS Jeffrey Frederick, Elliott Myers, Gregg Gold (California State Polytechnic University, Humboldt)
- 21. SOCIAL DESIRABILITY AS IT RELATES TO PTSD EXPERIENCE AND INTERPERSONAL VICTIMIZATION Blake Budke, Lucas Fyre, Kayleen Islam-Zwart (Eastern Washington University) (Award Winner)

- 22. SEX DIFFERENCES IN RESTING-STATE FUNCTIONAL CONNECTIVITY OF THE MPFC AND ACC IN ASD Naila Masom, Nicholas Luckenbach, Lang Chen (Santa Clara University) (Award Winner)
- 23. TOXIC MASCULINITY AS A PREDICTOR FOR DISCLOSURE OF MENTAL ILLNESS AND THE MEDIATING ROLE OF EFFICACY Alexis Mostoller (Arizona State University)
- 24. FELT LOVE: LOVE LANGUAGES Julien Rouvere, Maria Guzman, Zachary Cayaban, Sarah Fabian (California State University, Fullerton)
- LGBTQ+ DATING AND HOOKUP CULTURE DURING THE COVID-19 PANDEMIC Tayler Frausto (California State University, Fullerton)
- 26. WIPED OUT: EXPLORING THE PREVALENCE AND CONSEQUENCES OF BISEXUAL ERASURE Mara Steele (Oregon State University)
- 27. EXPLORING SEXUAL ATTRACTIONS WITHIN THE THERAPEUTIC RELATIONSHIP Anne Andaya, Kimbra Juarez, Lianne Praico (CSPP Alliant International University, Fresno
- 28. WHEN, IF AND HOW: YOUNG WOMEN CONTEND WITH ORGASMIC ABSENCE Sarah Bell (Dixie State University)
- COMING OUT AS ASEXUAL: A THEMATIC ANALYSIS ON INFLUENCING FACTORS 1Sarah Fabian, Maria Guzman, Chelsy Rivera, Jason Yi, Julien Rouvere, Kathleen Preston (California State University, Fullerton)
- SEXUAL COMMUNICATION WITH PARENTS AND LINKS WITH SEXUAL OUTCOMES Yuliana Lopez, Heidi Riggio, Sarahi G. Espinosa (California State University, Los Angeles)
- 31. DETERMINING PREDICTORS OF COLLEGE STUDENTS'
 ATTITUDES TOWARDS CNM Julien Rouvere, Elizabeth Pratt-Thompson
 (California State University, Fullerton)
- 32. MEMBER PERSPECTIVES ON BDSM REPRESENTATION IN SEXUALITY TEXTBOOKS 1Kylee Girard, 1Jade James, 1Monica Ellis, 1Andrew Greely, 1Sage Gill, 2Milena DeMario, 1Benjamin Graham (1California State Polytechnic University, Humboldt, 2DePaul University)

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- 33. LESBIANS IN LEADERSHIP: MEN AND WOMEN'S ATTITUDES TOWARDS AND ENDORSEMENT OF LESBIAN AND STRAIGHT WOMEN LEADERS Jackie Shaib, Michael Hogg (Claremont Graduate University)
- 34. SEXUAL EDUCATION AND THE LGBT+ COMMUNITY: THE IMPACT OF INFORMATION SOURCES ON SEXUAL OUTCOMES Raven Burton, Ross Avilla (University of California, Merced)
- 35. ESTIMATING ASEXUALITY USING DEMOGRAPHIC FACTORS AND AIS-12 SCORES WITH HIERARCHICAL REGRESSION Maria Guzman, Jason Yi, Sarah Fabian, Julien Rouvere, Kathleen Preston (California State University, Fullerton)
- 36. SEX DIFFERENCES IN LINKS BETWEEN RELIGIOSITY, SEXUAL SHAME, AND SEXUAL OUTCOMES AMONG HETEROSEXUAL ADULTS Jessica Mendoza, Carlos Letona, Heidi Riggio, Alejandro Hernandez, Sylvia Nho (California State University, Los Angeles)
- 37. SELF-EFFICACY IN ROMANTIC RELATIONSHIPS: LINKS WITH SEXUAL OUTCOMES Yuliana Lopez, Heidi Riggio, Sarahi G. Espinosa (California State University, Los Angeles)
- 38. SEX DIFFERENCES IN LINKS BETWEEN RELIGIOSITY, SEXUAL SHAME, AND SEXUAL OUTCOMES AMONG LGBTQ ADULTS 1Hektor Gusha, 2Heidi Riggio, 1Victoria Umana, 2John Dennem, 1Erica De La Torre, 2Gillian Almanza, 1Zaide Hernandez (1California State University, Los Angeles, 2Claremont Graduate University)
- 39. IS THERE STILL CONCERN FOR LGBTQ ADOPTIVE PARENTS? Priscilla Price (University of La Verne)

SYMPOSIUM

09:45 AM - 10:45 AM Salon B/C | CE Available

DELIBERATE PRACTICE FOR PSYCHOLOGY EDUCATION

Tony Rousmaniere, 2Joel Jin, 1Ben Fineman, 1Wesley Little (1Sentio University, 2Seattle Pacific University)

How do the good become great? Practice! From musicians to athletes to surgeons to chess masters, professionals rely on Deliberate Practice to achieve expertise.

Drawing from the Science of Expertise, this workshop teaches evidence-based methods to increase the effectiveness and efficiency of clinical training in psychology. The Deliberate Practice approach is trans-theoretical and benefits all models of therapy (CBT, psychodynamic, etc.) and is also appropriate for therapists at all levels of experience.

This workshop is based on the book series The Essentials of Deliberate Practice (APA Press), Deliberate Practice for Psychotherapists, Mastering the Inner Skills of Psychotherapy: A Deliberate Practice Handbook, and the edited volume The Cycle of Excellence: Training, Supervision, and Deliberate Practice.

Free videos on Deliberate Practice are available here: www.sentio.org

INTRODUCTION TO DELIBERATE PRACTICE Tony Rousmaniere (Sentio University)

RESEARCH ON DELIBERATE PRACTICE Joel Jin (Sentio University)

HOW TO APPLY DELIBERATE PRACTICE IN PSYCHOLOGY EDUCATION
Ben Fineman (Sentio University)

DELIBERATE PRACTICE EXPERIENTIAL DEMONSTRATION Wesley Little (Sentio University)

DISTINGUISHED SPEAKER

10:00 AM - 11:00 AM Salon F | CE Available

PARTNERSHIPS AND PATHWAYS TO GRADUATE SCHOOLAND CAREERS IN PSYCHOLOGY

Kathryn Becker-Blease (Oregon State University)

Chair: Ethan McMahan (Western Oregon University)

It is time to diversity the many pathways to graduate school and careers for psychology majors. In addition to curricular reform and holistic admissions, regional partnerships can make a real difference in meeting shared goals of broadening participation in psychological science at all levels and settings. I will present on a federally funded partnership with colleagues at Western Oregon University and Heritage University to build sustainable, mutually supportive pathways among

minority-serving and research-intensive institutions. I discuss ways we can align undergraduate research experiences, statistics and methods education, application and scholarship materials, and mentorship in partnership to build stronger pathways and partnerships for psychology majors in our region.

Biography:

Kathy Becker-Blease Ph.D. is an associate professor and the director of the School of Psychological Science at Oregon State University. A developmental psychologist, her research areas include psychological trauma and the science of teaching and learning. Her administrative and research interests are combined in federally funded collaboration with colleagues at Western Oregon University and Heritage University, who have a shared goal of broadening preparation for and access to graduate school and careers for psychology majors in the Pacific Northwest.

PAPER SESSION

10:00 AM - 11:00 AM Salon D

CULTURAL CONNECTEDNESS AND LIVED EXPERIENCES

Chair: Nicole Sam (Central Washington University)

10:05 CULTURAL CONNECTEDNESS AS PREDICTOR AND SOCIAL DETERMINATE OF MENTAL HEALTH AND WELLBEING IN NATIVE/INDIGENOUS URBAN DIASPORIC POPULATIONS

IJohn Dennem, 2Paul Masotti, 2Cheyenn Seneca, 2Karina Banuelos (1Claremont Graduate University, 2Native American Health Center, Oakland)

10:25 RECOVERY, IDENTITY, AND EMPOWERMENT: THE LIVED EXPERIENCES OF AMERICAN INDIGENOUS WOMEN IN URBAN TREATMENT CENTERS

Nicole Sam, Liane Pereira, Unouna Pauu (Central Washington University)

10:45 CREATING OPPORTUNITIES FOR DECENT WORK AMONG BIPOC THROUGH PSYCHOSOCIAL SAFETY CLIMATE

Ariana Garcia, Emily Gates, Yoalli Rubio Bautista, Alyssa Valenzuela, Andrew Shelton (Azusa Pacific University)

DISTINGUISHED SPEAKER

10:45 AM - 11:45 AM Salon E | CE Available

WHAT PSYCHOLOGISTS SHOULD KNOW ABOUT ABLEISM

Kathleen Bogart (Oregon State University)

Chair: Alicia Martin (California State Polytechnic University, Humboldt)

People with disabilities are the largest minority group in the United States, making up approximately 19% of the population. However, diversity, equity, and inclusion efforts in psychology have often failed to include disability. This talk will include a primer on disability and its social construction. Current research on disability identity and pride will be discussed. Data on the inclusion of disability in psychology education will be presented. This call to action will conclude with actionable steps to include disability in higher education, research, and advocacy.

Biography:

Kathleen Bogart, Ph.D., is an Associate Professor of Psychology at Oregon State University. She is a social/health psychologist specializing in disability, ableism, and rare disorders such as facial paralysis. An advocate for people with disabilities, she serves on the American Psychological Association Committee on Disability Issues in Psychology and the Moebius Syndrome Foundation Scientific Advisory Board. Passionate about disability community-building, she is the co-founder of the Disability Advocacy and Research Network (DARN!) for social and personality psychologists who have and/or specialize in disability In 2019, she co-edited the Journal of Social Issues special issue on Ableism. Her work has been featured in the New York Times, Time, and The Atlantic, and she blogs for Psychology Today.

SYMPOSIUM

11:00 AM - 12:00 PM Salon B/C | CE Available

THOU SHALT NOT EXPLOIT AN ORGANIZATION FOR ITS DATA: CASE STUDIES IN COLLABORATION

ILynette Bikos, 2Lindsay Moore, 1Linda Montaño, 1Ashley Righetti, 1Jamie Layton, 1Jaylee York, 1Kiana Clay, 1Lauren Alexa (Lexa) Gambrill, 1Clara O'Brien, 1Elliot Wallace, 1Justin Wang, 1Whitney Morean, 1Justin Cospito, 1Kirby White (1Seattle Pacific University, 2Providence Health and Services)

Closing the science-to-service gap remains a goal for scientist-practitioners; yet the task is challenging. Our presentations focus on the researcher/stakeholder collaboration. We start with an educational overview of best practices that contribute to program evaluation and research projects that (a) posit research questions that are relevant to the stakeholder, (b) produce data and findings that are scientifically credible, and (c) translate and disseminate results in a manner that is useful to the stakeholder.

Subsequently, we present case studies of researcher/stakeholder collaborations. For each, we (a) present a history of the relationship, (b) describe a primary research collaboration, (c) share examples of research findings that are translated for one or more audiences in the stakeholder context, and (d) offer lessons learned.

SO MUCH MORE THAN INFOGRAPHS: RESEARCH COLLABORATIONS WITH COMMUNITY PARTNERS Linda Montaño, Ashley Righetti (Seattle Pacific University)

A CASE STUDY OF COLLABORATIVE PROGRAM EVALUATION WITH A COMMUNITY AGENCY Jamie Layton, Jaylee York, Kiana Clay, Lauren Alexa Gambrill (Seattle Pacific University)

A CASE STUDY OF SCIENTIST-PRACTITIONER-ACTIVISM Clara (Thea) O'Brien, Elliot Wallace, Justin Wang, Whitney Morean, Kirby White, Justin Cospito (Seattle Pacific University)

Discussant 1: Lindsay S. Moore, Providence Health and Human Services (Portland, OR)

PSI CHI

11:00 AM - 12:00 PM Salon G/H

PSI CHI CAREER SPEAKER

HOW TO GAIN THE SKILLS TO SUCCEED AS A UX RESEARCHER, EVEN WITHOUT A DEDICATED ACADEMIC PROGRAM

Kelea Somerton, Senior UX Researcher

A career in the burgeoning field User Experience Research (UXR) is exciting, versatile, and allows for high growth potential within an organization. Despite the growing availability of such roles, Bachelor's programs dedicated to this career path are virtually nonexistent. How can an undergraduate gain the skills needed to

be a UX Researcher when no clear path exists? During this presentation, I give a brief intro to the field of UX Research, discuss the path I followed from a biology undergrad to becoming a Senior UX Researcher at a major tech company, and provide insight into a variety of ways students can develop their UXR skills. Students in the audience will leave with an understanding of (a) what working as a UX Researcher is really like, (b) how to craft their course load to learn the skills needed for UXR, even if their school does not have a dedicated program; (c) how to get hands-on UXR experience before graduation, and (c) insight into the pros and cons of continuing to graduate school. Attending faculty and administrators will leave with an understanding of which majors would be well suited for this career, and ideas for helping undergraduates craft a UXR curriculum with the courses that exist at their school today. This talk represents my perspective alone; I do not speak on behalf of my employer or their hiring practices.

POSTER SESSION 12 11:00 AM - 12:15 PM Exhibit Hall

EDUCATIONAL

- USING PRE-AND-POST-TEST METHODS TO ASSESS TEACHING EFFECTIVENESS Griselda Verduzco, Debra Bekerian, Debra Kawahara (California School of Professional Psychology, Fresno)
- 2. ELEVATE PREK: A RETROSPECTIVE STUDY Tianna Kortman, Melissa Miller, Caroline Black (Northern Arizona University)
- 3. UTILIZING COMPUTERIZED COGNITIVE TRAINING FOR UNDERSERVED AT-RISK YOUTH DURING THE COVID-19
 PANDEMIC 1Emely Lugo, 1Jennifer Bacon, 1Lisa Looney, 1Kevin Rosales, 2Eugene Wong (1California State University, San Bernardino, 2California State University San Bernardino)
- 4. EQUITY, ACCESS, AND EFFECTS OF EARLY CHILDHOOD MUSIC EDUCATION ON COLLEGIATE ACADEMIC AND PERSONAL ACHIEVEMENT FOR STUDENTS OF COLOR Jessica Alcala (Dominican University of California)
- 5. LATINA TRANSFER STUDENTS' ACADEMIC AND SOCIO-CULTURAL RESOURCE USE AND PERSISTENCE Kayla Vargas (Heritage University)
- 6. "IT HELPS ME PAY MORE ATTENTION THAN WHEN THEY'RE

- USING ONLY SCHOLARLY LINGO:" THE IMPACT OF INSTRUCTOR'S COLLOQUIAL LANGUAGE ON STUDENT EVALUATIONS Yesenia Roman, Dolly Rojo (Mount Saint Mary's University, Los Angeles)
- 7. COMMUNITY AND ACHIEVEMENT: THE RELATIONSHIP BETWEEN SCHOOL BELONGINGNESS AND ACADEMIC ACHIEVEMENT Remus Mitchell, Ayesha Siddiqui, Briana Abarca (California State University, Fullerton)
- 8. UTILIZING COMPUTERIZED COGNITIVE TRAINING TO IMPROVE WORKING MEMORY, COGNITIVE FLEXIBILITY, AND PROCESSING SPEED AMONG AT-RISK YOUTH Samantha Arredondo, Emely Lugo, Kevin Rosales, Jennifer Bacon, Imalay Rivera, Eugene Wong (California State University, San Bernardino)
- 9. THE EFFECT OF THE ACADEMIC DECATHLON ON SOCIAL-EMOTIONAL WELL-BEING, SELF-EFFICACY, AND ACADEMIC ACHIEVEMENT Victoria Martinez, Gilly Koritzky, Matthew Hunt (The Chicago School of Professional Psychology, Irvine)
- 10. EFFECT OF SENSE OF BELONGING ON ACADEMIC SUCCESS DURING ON-CAMPUS INSTRUCTION AND COVID-19 REMOTE INSTRUCTION 1Jace Reed, 2Emily Mulder, 2Shannon Boesch, 2Alysha Ramirez Hall, 3Rachel Luchmun, 4Diana Meter, 5Aubrey Uresti, 6Michael Medina (1EdPlus, Arizona State University, 2Arizona State University, 3Action Lab at ASU, 4Utah State University, 5San José State University, 6University of California, Davis)
- II. FACULTY LEARNING COMMUNITIES: FACULTY PERCEPTIONS, SUGGESTIONS AND OVERALL EXPERIENCE Brooke Jones, Harmony Nguyen, Juliana Fuqua, Faye Wachs, Paul Nissenson, Chenna Hu, Natalia Perez, Alyssa Jurkevics, Deanna Miranda, Luisa Soracco (California State Polytechnic University, Pomona)
- 12. EXPERIENCES APPLYING TO GRADUATE PROGRAMS IN EXPERIMENTAL PSYCHOLOGY Zahira Flores, Melanie Montejano, Amy Nusbaum (Heritage University)
- 13. A MIXED METHODS ANALYSIS OF TRUANCY PREVENTION: A PILOT STUDY OF A TRUANCY PREVENTION PROGRAM IJennifer Fletcher, IErick Wakayu, IJonathan Hilpert, 2Tres Newport (IUniversity of Nevada, Las Vegas, 2Colorado Department of Human Services- Youth Services)

- 14. GREENSPACE USAGE AND ACADEMIC PERFORMANCE IN UNIVERSITY STUDENTS: HOW STRESS AND AFFECT LINK ENVIRONMENT TO ACHIEVEMENT Elizabeth Lockerby, Josh Jordan (Dominican University of California)
- 15. IMPACTS OF SELF-EFFICACY ON SCHOOL PSYCHOLOGISTS' PROVISIONS OF MENTAL HEALTH SERVICES Stephanie Stein, Ashley Jantzer, Richard T. Marsicano (Central Washington University)
- 16. A LONGITUDINAL EXPLORATION OF ETHNIC IDENTITY IN AAPI AND NON-AAPI STUDENTS INVOLVED IN THE FULL CIRCLE PROJECT Arianna Gonzales, Vanessa Martinez, Martha Ramirez, Charisma Baxter, Greg Kim-Ju (California State University, Sacramento)
- 17. "INSTRUCTORS SHOULD DRESS MODESTLY AND WITH PROFESSIONAL ATTIRE, TO SHOW RESPECT FOR THEIR CLASS AND WORKSPACE:" HOW COLLEGE INSTRUCTOR'S ATTIRE AND GENDER IMPACTS COURSE EVALUATIONS Andrea Cortave, Andrea Bernal, Dolly Rojo (Mount Saint Mary's University)
- 18. STUDENTS' PERCEPTION OF HOW MUCH THEY HAVE LEARNED IS ASSOCIATED WITH PROFESSORS' EXPLANATION OF LEARNING OUTCOMES Megan Dearie, Rodi Edil, Elidia Moctezuma, Jennifer Dyer-Seymour (California State University, Monterey Bay)
- THE EFFECTS OF COVID-19 ON ACADEMIC ACHIEVEMENT AND MENTAL HEALTH WELL BEING Danny Tovar Franco, Deborah Forester (California State University, Stanislaus)
- 20. REPEATED RETRIEVAL OF MEMORY IN THE COLLEGE CLASSROOM 1Kyle Susa, 1Jane Lopez, 2Dessenberger Steven (1California State University, Bakersfield, 2Washington University, St. Louis)
- 21. SELF-EFFICACY AND SELF-CONCEPT THREAT IN FIRST-GENERATION COMPUTER SCIENCE STUDENTS Graciela Urias, Connor Armstrong, Michelle Do, Shasta Ihorn (San Francisco State University)
- 22. IMPLEMENTATION AND ASSESSMENT OF HYFLEX: A FLEXIBLE INSTRUCTION MODE FOR STUDENTS AND INSTRUCTORS Harmony Nguyen, Brooke Jones, Juliana Fuqua, Faye Wachs, Jessica Perez, Chenna Hu, Talia Fernandez, Jonathan Aguilar, Deanna Miranda, Alyssa Jurkevics, Paul Nissenson (California State Polytechnic University, Pomona)

- 23. EDUCATOR FATIGUE: QUALITATIVE APPROACH TO THE REALITY OF THE IMPACTS OF COVID 19 ON EDUCATOR BURNOUT AND DEPRESSION Michelle Alfaro (University of La Verne)
- 24. HIGH-IMPACT PRACTICES: INVESTIGATING THE IMPACT OF INTERNSHIP PARTICIPATION DURING COVID-19 ON STUDENT COGNITIVE AND PSYCHOSOCIAL OUTCOMES Savannah Neves, Christina Morales, Selah Mokatish, Claudine Maloles, Queena Hoang, Victoria Min (California State University, Long Beach)
- 25. SELF CARE AND WELLNESS: HOW DO MASTER LEVELS CLINICIANS DIFFER IN THEIR CONCEPTUALIZATION OF SELF-CARE AND WELLNESS Joseph Aruguete, Cody Goforth, Alex Dornbier, Pit Kolodinsky, Stacey Bouffard (Northern Arizona University)
- 26. ADDRESSING STUDENTS' SPIRITUALITY VIA VOLUNTARY COURSEWORK Cody Goforth, Joseph Aruguete, Pit Kolodinsky (Northern Arizona University)
- 27. THE INFLUENCE OF A HEALTH PSYCHOLOGY COURSE ON HEALTH SELF-EFFICACY AND PSYCHOLOGICAL STRESS Yasmin Ansari, Caitlin Gregory, Margaret Miller (University of California, Santa Barbara)
- 28. STIGMATIZING LABELS DIFFERENTIALLY INFLUENCE PERCEPTIONS OF CONCUSSIONS Zoe McFarlane, Erin O'Crowley, Elizabeth Peek, Max Butterfield (Point Loma Nazarene University)
- 29. SELF-REPORTED IMPROVEMENTS IN DIGITAL WELLNESS BASED ON GROUP PROJECT DURING COVID-19 Nevan Bell, Courtney Crouse, Jennifer Lovell (California State University, Monterey Bay)
- 30. SENSE OF BELONGING AND HELP SEEKING STRATEGIES IN STEM MAJORS AT AN His Mya Arellano (California State University, Channel Islands)
- 31. PARENTAL INVOLVEMENT AND READING ACHIEVEMENT AMONG NON-ENGLISH SPEAKING IMMIGRANT FAMILIES Susan Sy, Mitzi Ting, Dallas Sullivan (California State University, Fullerton)
- 32. UTILIZING COMPUTERIZED COGNITIVE TRAINING TO IMPROVE WORKING MEMORY CAPABILITIES Imalay Rivera, Emely Lugo, Lisa Looney, Jennifer Bacon, Samantha Arredondo, Eugene Wong (California State University, San Bernardino)

- 33. DISCONTINUITIES BETWEEN DURING THE KINDERGARTEN TRANSITION: FAMILY PERSPECTIVES. Hannah VanDyke, Cassandra Korman, Karlyn Adams-Wiggins (Portland State University)
- 34. EXPLORING THE ROLES OF ETHNIC IDENTITY AND SELF-MANAGEMENT ON ACCULTURATIVE DISSONANCE Samuel Aguirre, Jeongin Hong, Arianna Gonzales, Vanessa Martinez, Greg Kim-Ju (California State University, Sacramento)
- 35. IMPOSTER SYNDROME IN HISTORICALLY UNDERREPRESENTED STEM STUDENTS: A QUALITATIVE STUDY Leilani Nguyen, Graciela Urias, Ava Lynn, Nicolette Smith, Michelle Do, Connor Armstrong, Patricia de la Rosa, Shasta Ihorn (San Francisco State University)
- 36. STUDENTS' EXPERIENCES WITH DIVERSITY, EQUITY, AND INCLUSION IN RESEARCH METHODS COURSES Brandilynn Villarreal, Maria I. Iturbide, Edgar Jimenez-Madora, Shelley Magallanes, Luis Lara, Leticia Armenta Villa (California State Polytechnic University, Humboldt)
- 37. READY FOR COLLEGE WRITING: QUALITATIVE ANALYSIS OF INCOMING FIRST-GENERATION AND CONTINUING-GENERATION STUDENTS' HIGH SCHOOL WRITING PREPARATION AND EXPERIENCES Jacquelyn Orman, Priscilla Sung (University of California, Santa Cruz)
- 38. ELEVATING STUDENT VOICES IN THE ERA OF COVID-19 1Andrew McReynolds, 2Alexis Takagi, 3Tiffany Chua (1Worcester Polytechnic Institute, 2Santa Clara University, 3De Anza College)
- 39. FIRST-GENERATION COLLEGE STUDENTS: COURSE ENROLLMENT, ACADEMIC ACHIEVEMENT, AND TEACHING EVALUATION RATINGS Venus Fajardo, Yareli Carranza, Yatziry Uscanga, Joanne Zinger (University of California, Irvine)
- 40. DOES COGNITIVE EXERCISE IMPROVE MEMORY FOR LECTURE CONTENT? Maribeth McCook, Annie Ditta (University of California, Riverside)
- 41. BELONGINGNESS TO AND INTENTIONS TO LEAVE STEM FOR UNDERREPRESENTED DEMOGRAPHICS Sunny (Traci) Nguyen, Angelica Aguirre, Jadyn Gomberg, Yuko Okado (California State University, Fullerton)

- 42. FACULTY PERCEPTIONS: MOTIVATIONS AND BARRIERS TO CREATING INCLUSIVE INSTRUCTIONAL PRACTICES Marisol Brito, Ana Nieto, Rene Argueta, Evelyn Castillo, Lucia Alcala (California State University, Fullerton)
- 43. UTILIZING LABOR-BASED GRADING CONTRACTS IN PSYCHOLOGY CLASSES AS ANTI-BIAS ANTI-RACIST (ABAR) EDUCATIONAL ASSESSMENTS Sally Tang, Joyce Yang (University of San Francisco)
- 44. ONLINE COLLEGE TRANSITION PROGRAM FOR HIGH SCHOOL STUDENTS ON THE SPECTRUM Jodie Kocur, Lauren Bacchus, India Laroda, Heidi Levanen, Destiny Moody (California Lutheran University)
- 45. THE IMPORTANCE OF FACULTY INTERACTION WITH HISPANIC FEMALE COLLEGE STUDENTS Vanessa Tomeo, Sulki Kim, Alexander Chavez-Siles (Vanguard University of Southern California)
- 46. THE CONNECTION BETWEEN STUDENT MINDFULNESS AND COLLEGE GRADUATION Natalie Lecy, Adam Hanley, Sara Tipler, Bobby Younce, Ruthie Schnitt (University of Utah College of Social Work, Center on Mindfulness and Integrative Health Intervention Development)
- 47. HOW TO ENGAGE STUDENTS IN AN ONLINE STATISTICS COURSE Jennifer Hsia (California State Polytechnic University, Pomona)
- 48. QUALITATIVE STUDY OF STUDENT PERCEPTIONS OF PROFESSIONAL DEVELOPMENT PREPARATION Michelle Samuel, Julia Tang (Mount Saint Mary's University, Los Angeles)
- 49. STUDENT EVALUATIONS AND UNDERSTANDING OF COLLEGE INSTRUCTOR'S FORMS-OF-ADDRESS 1Dolly Rojo, 2Alyssa Ream (1Mount Saint Mary's University, Los Angeles, 2Claremont Graduate University)
- COLLABORATION WITH COLLEAGUES: OPEN EDUCATIONAL RESOURCES Alishia Huntoon, Rebecca Marszalek (Oregon Institute of Technology)
- 51. VARIABLES AFFECTING FIRST-GENERATION STUDENTS AND ACADEMIC PERFORMANCE 1Karina Jaimes, 2Jael Castro, 1Jacinda Hernandez, 1Tiffany Conejo (1California State University, Dominguez Hills, 2Alliant International University)

- THE IMPACT OF ACES ON STUDENT MENTAL HEATH 1Darryl Ray,
 2Jessica Olsen, 2Regan A. R. Gurung (1George Fox University, 2Oregon State University)
- 53. RELATIONSHIP BETWEEN ETHNIC IDENTITY AND THE ACADEMIC SUCCESS OF LATINX STUDENTS IN HIGHER EDUCATION Benjamin Juarez (Pepperdine University)
- 54. TEACHING THE RIGHT STUFF Megan Davis (University of LaVerne)
- 55. DEVELOPING AND IMPLEMENTING EQUITABLE AND GAME-LIKE EF AND MATH TASKS FOR CHILDREN 1Eunice Ghil, 2Morgan Gomez, 2Yvette Chen, 2Christina Rodriguez, 2Randy Mester, 3Dennis Barbour, 4Geetha Ramani, 2Aaron R. Seitz, 1Susanne M. Jaeggi (tUniversity of California, Irvine, 2University of California, Riverside, 3Washington University, St. Louis, 4University of Maryland, College Park)
- 56. A QUALITATIVE ANALYSIS OF CULTURAL AND PERSONAL GROWTH THROUGH INTERNATIONAL SERVICE LEARNING 1Sovannie Len, 2Jae Paik, 1Shinchieh Duh (1San Jose State University, 2San Francisco State University)
- COLLEGE INSTRUCTORS' PERCEIVED RESPONSIBILITIES: A
 DESCRIPTIVE STUDY Brandilynn Villarreal, Hayley Weatherill, Destiny
 Alcaraz, Kayla Escola, Kathryn Wagoner (California State Polytechnic
 University, Humboldt)

PT@CC/CABE

11:00 AM - 12:30 PM Mount Hood

INNOVATIVE TEACHING SYMPOSIUM: TEACHING TAKE-OUTS

Chair: Vivian McCann (Portland Community College)

TIK TOK TEACH: MEETING STUDENTS WHERE THEY ARE

Inna Kanevsky (San Diego Mesa College)

During the pandemic, many more of our students turned to TikTok for entertainment, community, and learning — yes, learning! There is a lot of information (and misinformation) shared there, and a lot of opportunity for psychology educators

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to connect with the students, correct misconceptions, and introduce psychological science concepts in an engaging way. As a TikTok "psychology lady" with over a million followers, let me show you how!

GIVING PSYCHOLOGY AWAY ONE VIRTUAL SOUNDBITE AT A TIME

Erica Kleinknecht (Pacific University Oregon)

One of the grand challenges faced by Psychological Science in the modern era is message control. Social media platforms make it possible for "psychology facts" to travel at the speed of broadband, whether accurate or not. With this as backdrop, the virtual soundbite assignment designed for Introductory Psychology meets two key goals: misinformation already out-there in virtual space is corrected and students are actively engaged with course content. In this teaching take-out session, the rational, learning outcomes, and process of the virtual soundbite assignment will be discussed and sample work will be shared.

VIDEO CLIPS FROM POPULAR MEDIA TO DEMONSTRATE PSYCHOLOGY IN ACTION

Eric Kim (Lane Community College)

Meet and share introductory psychology video clips with your colleagues! Video clips from Game of Thrones, Friends, or Monty Python and the Quest for the Holy Grail can help students experience psychological concepts in action. Before this session participants can submit examples of video clips from the internet that illustrate psychological concepts. The collective list of examples will be at https://media. lanecc.edu/users/kime/WPA2022.html. During this session, all are welcome to join. Submitting an example is optional. Six submitters will be asked to share their video clip and briefly describe how they use it to teach psychology.

Email the web address of the video clip and topic(s) you use it to teach to kime@ lanecc.edu by March 31st. One video clip will be chosen for each of the 5 APA Introductory Psychology Initiative (IPI) pillars (biological, cognitive, developmental, social and personality, and mental and physical health) plus one for research methods to share this session. Presenters will have 4 minute to show their video clip (2 min max.) and briefly describe how they use it to teach introductory psychology. Contact of presenters will start on April 10th to confirm their availability to share with the group. Confirmations will be noted on the collective list of video clips.

SYMPOSIUM

11:15 AM - 12:15 PM Salon I

APPLIED PSYCHOLOGICAL CAREERS: THE DIFFERENCES OF DEGREES AND WHAT YOU CAN DO WITH EACH

Chair: Steven Del Chiaro (Holy Names University)

Many psychology students focus on degree attainment as they progress towards their undergraduate degree. Many have an idea about what they want to do when they graduate, however, they do not pursue investigating the options available post baccalaureate. There are several paths to counseling and helping communities and undergraduate students need more education to discover the path best suited for their career goals. Moreover, those who want to go into counseling are faced with the choices between licensure options. In this session we cover how to research different degrees, the differences among the available degrees (MFT, LCSW, LPCC, PsyD, and Ph.D.; BA and MA career choices will be briefly mentioned), strategies to get into graduate school, and making the final decision.

GETTING LICENSED, A DEGREE DISCUSSION Steve Del Chiaro

GETTING LICENSED, A DEGREE DISCUSSION Kini Chang

INGREDIENTS FOR GRADUATE SCHOOL Steve Del Chiaro

THE FINAL DECISION

DISTINGUISHED SPEAKER

11:30 AM - 12:30 PM Salon F | CE Available

BACKLASH AGAINST MULTICULTURALISM: THE ROLES OF COLLECTIVE AND PERSONAL THREAT

Kimberly Rios (Ohio University)

Chair: Zoë Royer (California State Polytechnic University, Humboldt)

Multiculturalism (i.e., recognition and appreciation of racial, ethnic, and cultural differences) is intended to promote intergroup harmony. Nevertheless, dominant group members sometimes react to multicultural ideologies with backlash and resistance when these ideologies are made salient. In this presentation, drawing upon Brewer and Gardner's (1996) three-tiered model of the self-concept, I

review some of my own work that sheds light on why multiculturalism can be considered threatening. Specifically, I provide evidence that multiculturalism poses a potential threat to dominant group members collective, relational, and personal selves. Dispositional and contextual variables that may moderate perceptions of threat among members of dominant groups, alternative interethnic ideologies to multiculturalism and colorblindness (e.g., polyculturalism), and potential future research directions are discussed.

Biography:

Dr. Kimberly Rios is an Associate Professor of Psychology at Ohio University. Her research focuses on how people respond to threats to their social identities (including but not limited to race/ethnicity, religion, and gender), as well as how people from majority and minority groups stereotype one another.

PSI CHI

12:00 PM - 01:30 PM Salon G/H

Chair: Brittany Avila, University of Nevada, Reno

APPLYING TO AND SURVIVING GRAD SCHOOL DURING A PANDEMIC

Leslie D. Cramblet Alvarez, University of Denver

R. Eric Landrum, Boise State University

K. Nicole Jones, Colorado Mesa University

Psychology educators who have gotten into and survived their own graduate school experience, will present on how to succeed in getting into a graduate program during the COVID Pandemic and share tips on how to flourish once you are in a program. Talks will cover a range of topics including suggestions for finding the right program, making the best application, faculty tips for success in graduate school, life as a graduate student, and even a new twist on the classic "kisses of death in graduate school" article updated for the current application process.

DISTINGUISHED SPEAKER

12:15 PM - 01:15 PM Salon E | CE Available

PSYCHOTHERAPY FOR THE REST OF US REDUCING MENTAL HEALTH DISPARITIES VIA PERSONALLY RELEVANCE

Gordon C. Nagayama Hall (University of Oregon)

Chair: Tiffany Artime (Pacific Lutheran University)

Psychotherapy was not developed to address the needs of people of color. We know much about the mental health needs of European Americans, but relatively little about the mental health needs of people of color and how to address them in psychotherapy. Yet, people of color constitute nearly 40% of the United States population. Neither evidence-based treatments nor culturally-adapted treatments address the individual needs of people of color. One of the most overlooked groups in mental health research relative to their population size is Asian Americans. Mental illness stigma prevents many Asian Americans from seeking mental health treatment. Moreover, many Asian Americans do not seek treatment because they do not perceive it as personally relevant. Our neuroscience data suggest that pragmatic, problem-solving approaches are the most personally relevant for Asian Americans. I discuss the development of a problem-solving stress reduction app for Asian Americans that improves the accessibility and personal relevance of psychotherapy. Online apps circumvent the stigma associated with in person therapy that is prominent for many Asian Americans. Personally relevant therapy apps have the potential to reduce mental health disparities for Asian Americans and other people of color.

Biography:

Gordon C. Nagayama Hall is Emeritus Professor of Psychology in the clinical psychology program at the University of Oregon. He previously was a Professor of Psychology at Penn State University and Kent State University and was a psychologist at Western State Hospital in Washington state. Dr. Hall received his Ph.D. in clinical psychology from Fuller Theological Seminary. He served as President of the American Psychological Association (APA) Society for the Psychological Study of Ethnic Minority Issues (Division 45) and as President of the Asian American Psychological Association. He authored the textbook Multicultural Psychology and was Editor of Cultural Diversity and Ethnic Minority Psychology. Dr. Hall's honors include the Stanley Sue Award for Distinguished Contributions to Diversity from the APA Division of Clinical Psychology (Division 12) and the Lifetime Achievement

Award from APA Division 45. His research interests are in culture and mental health with a particular interest in Asian Americans. He currently has NIH funding to develop a problem-solving therapy app for Asian Americans.

PAPER SESSION

12:15 PM - 01:15 PM Salon A

WHAT'S NEW IN TEACHING?

Chair: Amy Nusbaum (Heritage University)

12:15 THE EMPIRICAL CASE FOR OPEN EDUCATIONAL RESOURCES

Amy Nusbaum (Heritage University)

12:30 BUILDING INTERACTIVE TUTORIALS FOR TEACHING PSYCHOLOGICAL STATISTICS ONLINE WITH LEARNR

Chris Aberson (California State Polytechnic University, Humboldt)

12:45 I REMEMBER THAT! TEACHING FACTORIAL DESIGN USING RETRIEVAL PRACTICE

IVictoria Cross, 2Megan Imundo, 2Melissa Paquette-Smith, 2Courtney Clark (IUniversity of California, Davis, 2University of California, Los Angeles)

01:00 TEXTBOOK EXAMPLES FROM QUESTIONABLE SAMPLES: TRANSFORMING BDSM REPRESENTATION IN THE SOCIAL SCIENCES THROUGH COMMUNITY VOICE

Benjamin Graham (California State Polytechnic University, Humboldt)

SYMPOSIUM

12:15 PM - 01:45 PM Salon B/C | CE Available

PANDEMIC PANIC: CHALLENGES OF TELE-TRAINING IN A GRADUATE PROGRAM

Chair: Lori Barker (California State Polytechnic University, Pomona)

On March 4, 2020, in response to the COVID-19 pandemic, Governor Gavin

Newson declared a State of Emergency in California (Executive Order N-39-20). A few days later, on March 19, 2020, Governor Newsom issued the stay-at-home order for all citizens, except for those identified as "essential workers" (Executive Order N-33-20). This meant the shutdown of both educational institutions and outpatient mental health facilities and the immediate shift to distance learning. Few of us—from professors, to supervisors, to students, to clients—were prepared for this dramatic shift. Instantly and on the fly, we had to adjust how we delivered instruction and practical training. Now, two years in, we take time to reflect on the impact this had, the lessons learned, and what this means for the future. This symposium examines these challenges from the following perspectives—as professors trying to maintain academic rigor and prevent academic dishonesty, as gatekeepers of the mental health professions, as clinical supervisors, and as treating therapists. We invite others involved in all levels of graduate clinical training to attend and participate in a collaborative discussion of these challenges and to brainstorm possible solutions.

ACADEMIC INTEGRITY DURING A PANDEMIC Erika S. DeJonghe (California State Polytechnic University, Pomona)

THE CHALLENGES OF CLINICAL TRAINING, SUPERVISION, AND PSYCHOTHERAPY DURING A PANDEMIC Lori Barker (California State Polytechnic University, Pomona)

THE CHALLENGES OF DISTANCE PROGRAMS FROM AN MFT DIRECTOR'S PERSPECTIVE Jeffery Scott Mio (California State Polytechnic University, Pomona)

CONVERSATION HOUR WITH KATHRYN BECKER BLEASE

12:30 PM - 1:30 PM Mount St. Helens

PT@CC/CABE

12:30 PM - 01:30 PM Mount Hood

PT@CC/CABE INVITED SPEAKER

Chair: Vivian McCann (Portland Community College)

OPERATIONALIZING AUTHENTIC LEARNING: EFFECTIVE STRATEGIES FOR THE DIGITAL AGE

Erica Kleinknecht (Pacific University Oregon)

As educators, we currently face two significant challenges: (1) An increasing number of our population is skeptical about science, and (2) the rapid transition from the Information Age of the 20th century to the current Digital Age means that information transmission is no longer an effective educational strategy. With science and evidence-based information increasingly under fire, psychology is particularly well-suited to preparing students to make effective decisions as consumers and as members of the workforce (Lewis & Wai, 2021). And because success in the Digital Age hinges on innovation, creativity, and adaptability, our curriculum must include the technological tools that the "digital natives" in our classrooms have grown up with.

We can overcome both of these challenges, and prepare our students to be thinking, effective citizens of the world by harnessing the power of authentic learning. Authentic learning aims to enable students to effectively navigate the "real world" by applying material to meaningful situational contexts - in other words, to teach transferable skills (Lowell & Campion, 2020). And as a bonus, authentic learning assignments are more engaging and fun for students, as they truly grasp the realworld value of what they're learning. In this interactive presentation I share a variety of strategies and assignments I've created, such as the "Virtual Soundbite," "Wise Interventions," and various myth-busting and problem-solving assignments, and invite attendees to re-envision their own assignments and curriculum with an eye towards integrating authentic learning strategies.

p. 206-207 the "Exploring the Challenges of Allyship" symposium (2-3) needs to be removed from the program as it was withdrawn.

POSTER SESSION 13

12:30 PM - 01:45 PM Exhibit Hall

MOTIVATION & POSITIVE PSYCHOLOGY

- CONNECTING ACTIVITY EMOTIONS WITH PERCEPTIONS OF CONTROLAND VALUE IN A PRE-SERVICE TEACHER EDUCATION COURSE Kendra Wells, Bryce Dueck, Lia Daniels (University of Alberta)
- PSYCHOLOGICAL REACTANCE THEORY: EXPANDING OUTCOMES
 ICatherine Salomon, 1Shelby Thomason, 1Criselle Ramos, 2Tess Buckley,
 IBenjamin Rosenberg (1Dominican University of California, 2Chapman
 University)
- MOTIVATIONS TO PLAY AND MENTAL HEALTH IN VIDEO GAME PLAYERS Farbod Khalafi (The Chicago School of Professional Psychology, Anaheim)
- 4. AN EXAMINATION OF THE RELATIONSHIP BETWEEN PROCRASTINATION AND ANXIETY Ivy Brenton (Irvine Valley College)
- ONLINE LEARNING DURING COVID-19 PANDEMIC: CONNECTEDNESS AND FACULTY-STUDENT INTERACTION Dmitry Burshteyn, Jami Cotler, Kristi Boardman, Stephanie Vargas (Siena College)
- 6. TEACHER PERSONALITY AND PARENTING STYLE: CREATING ACADEMICALLY MOTIVATED STUDENTS Brianna Cabrera, Armando Andrade-Gutierrez, Nicole Akana, MaKenzie Barnson (Saint Martin's University)
- AUTONOMY SUPPORT PROMOTES COLLEGE STUDENT ONLINE ENGAGEMENT THROUGH MASTERY-APPROACH GOALS AND SELF-ESTEEM Sophie Timin, Kevin Cherry, Brandilynn Villarreal, Madelynne Avila, Benjamin Anjewierden, Rose Levy (California State Polytechnic University, Humboldt)
- 8. SECONDARY CONTROL REAPPRAISAL STRATEGIES SUSTAIN EMOTIONAL WELLBEING IN COLLEGE STUDENTS FOLLOWING ACADEMIC SETBACKS. 1Robert Dryden, 1Raymond Perry, 1Judith Chipperfield, 1Steve Hladkyj, 1Patricia Parker, 1Jeremy Hamm, 2Aidan Campbell, 1Dallas Murphy (1University of Manitoba, 2University of Toronto)

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- MAPPING STUDENTS' EXPECTANCIES, TASK VALUES, AND COST ACROSS STATISTICS AND RESEARCH METHODS COURSES BOTH ON-CAMPUS AND ONLINE Jasmine Cabanilla, Maizie Somers, Jacqueline Goldman, Raechel Soicher (Oregon State University)
- 10. ADHERENCE TO TRADITIONAL GENDER ROLES INVERSELY PREDICTS TENDENCY TOWARD PROCRASTINATION Mackenzie Morrow, Michael Watson, Susan Beers (California State University, Channel Islands)
- II. THE IMPACT OF COLLEGE COURSE INSTRUCTION MODALITY DURING COVID-19 ON STUDENTS' ACADEMIC AND MENTAL WELLBEING Brittany Heuchert, Sruthi Swami (California State University, Fresno)
- 12. REIMAGINING THE BILINGUAL COGNITIVE ADVANTAGE: IDENTIFYING SOCIOEMOTIONAL MOTIVATIONAL FACTORS OF LANGUAGE LEARNING Kandice Grote, Dianamie Pineda (California State University, Northridge)
- 13. THE MEANING OF SUCCESS IN THE CLASSROOM: A STUDY OF ACHIEVEMENT GOAL THEORY Jada Lawson (Santa Clara University)
- 14. THE IMPACT OF COVID-19 ON ACADEMIC STRESS AND ACHIEVEMENT GOAL ORIENTATIONS IN COLLEGE STUDENTS Edgar Jimenez-Madora, Emilia Bumgardner, Bernardo Sosa-Rosales, Kevin Cherry, Maria I. Iturbide, Brandilynn Villarreal (California State Polytechnic University, Humboldt)
- 15. INFLUENCE OF ENDORSEMENTS ON COVID-19 VACCINATION CAMPAIGNS Yuji Shu (University of Southern California)
- 16. THE EFFECT OF MOTIVATION, ANXIETY, AND INSTRUCTOR BEHAVIORS ON HELP-SEEKING ATTITUDES AND CLASSROOM CONFIDENCE IN A VIRTUAL LEARNING ENVIRONMENT Patrick Robertson (California State University, Channel Islands)
- 17. INSTITUTIONAL AUTONOMY SUPPORT PREDICTS COLLEGE STUDENT'S ACHIEVEMENT GOALS THROUGH PSYCHOLOGICAL NEED SATISFACTION Sophie Timin, Kevin Cherry, Brandilynn Villarreal, Madelynne Avila, Benjamin Anjewierden (California State Polytechnic University, Humboldt)

- 18. WHO PERFORMS BETTER? A COMPARISON OF SELF-CONSCIOUSNESS AND COMPETITION CONDITIONS Daniel Teramoto, Tim Urdan (Santa Clara University)
- EVALUATING THE ROLE OF PSYCHOLOGICAL REACTANCE DURING COVID-19 PANDEMIC 1Ashley Tedesco, 2David Han (1San Jose State University, 2University of Oregon)
- 20. EXPLORATORY STUDY OF MINDFULNESS AND GRATITUDE PRACTICES IN MORAL EDUCATION (PART 1 OF 2) Madison Polignano, Kaitlyn McFarlane, Abigail Edwards, Ross Oakes Mueller, Joel Sagawa (Point Loma Nazarene University)
- OUR BODIES OUR MINDS: CREATIVE OUTLETS FOR COPING WITH INTIMATE PARTNER VIOLENCE 1Makayla Edwards,
 2Christabelle Angeles, 2Christy Teranishi Martinez, 2Remi Ali Khan (1California State University, Los Angeles, 2California State University, Channel Islands)
- 22. TWO TALES OF GRATITUDE: RELATIONSHIPS WITH RESILIENCE AND ETHNOCENTRISM Audrey Graves, Emily Griffin, Alexander Jurado, Vi Le, Le Hy (Seattle University)
- COVID-19 PANDEMIC IMPACT ON CSUDH STUDENTS Jennifer Correa, Nasim Karimi, Christian Riley, Julissa Magana, Jesus Molina, MIguel Palacios (California State University, Domingue)
- 24. HOPE AND INTRINSIC ACADEMIC MOTIVATION IN ASIAN AMERICAN AND WHITE COLLEGE STUDENTS 1Jacqueline Ge, 1David Feldman, 2Annie Tse-Mei Shu (1Santa Clara University, 2Chinese University of Hong Kong)
- 25. WHERE TO BRING YOUR GOOD NEWS: PERCEIVED RESPONSES TO CAPITALIZATION ATTEMPTS ACROSS CLOSE RELATIONSHIPS AND HAPPINESS AMONG EMERGING ADULTS Hayden Jungling, Daniela Andrea Santellanez, Meliksah Demir (California State University, Sacramento)
- 26. A NEW LEAF ON LIFE: STAGE 2 OF THE GROWING WORKS PROJECT 1Juliane Martinez, 1Christabelle Angeles, 2Makayla Edwards, 1Salpy Kharadjian, 1Noah Lansberg, 1Dana Marquez, 1William Burse, 1Christy Teranishi Martinez (1California State University, Channel Islands, 2California State University, Los Angeles)

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- 27. CAN PERSONAL GROWTH INITIATIVE REDUCE LONELINESS IN TIMES OF SOCIAL ISOLATION? IJessica Orvis, 2Karina Corona (IPomona College, 2University of Southern California)
- 28. POSTTRAUMATIC GROWTH BUFFERS THE LINK BETWEEN
 ANXIOUS ATTACHMENT AND LONELINESS DURING THE
 COVID-19 PANDEMIC Annie Ou, Sydni Wong, Carissa Dwiwardani, Andrew
 Shelton, Alan Oda (Azusa Pacific University)
- 29. HOPEFUL ACTIONS: TAKING STEPS TO REDUCE THE EFFECT OF TRANSPORTATION ON CLIMATE CHANGE Kim Barchard, Orei Odents, Kai Okagawa, Cassandra Hoffman (University of Nevada, Las Vegas)
- 30. PROBING THE INTERSECTION OF TRAIT MINDFULNESS AND GOAL CONCEPTUALIZATION STRATEGIES EMPLOYED IN A NONSTRUCTURED CONTEXT Kate Chambers, Quentin Raffaelli, Surya Fitzgerald, Nadia de Stefano, Caity Cegavske, Rudy Malusa, Alex Keeney, Jessica Andrews-Hanna (The University of Arizona)
- 31. BRAINS AND BRAWN: THE RELATIONSHIP BETWEEN MENTAL TOUGHNESS AND MILITARY EXPERIENCE IN COLLEGE STUDENTS Jillene Seiver, Riley Williams (Eastern Washington University)
- 32. MY FRIENDS DON'T LET ME BE MISUNDERSTOOD: PERCEIVED UNDERSTANDING IN BEST FRIENDSHIPS AND HAPPINESS AMONG EMERGING ADULTS Abraham Iniguez, Natali Palomo, Daniela Andrea Santellanez, Meliksah Demir (California State University, Sacramento)
- 33. WHAT WE THINK WE SHOULD FEEL IS DIFFERENT THAN WHAT WE ACTUALLY FEEL 1Ethan Ola, 1Michael Frederick, 1Phil Watkins, 2Don Davis (1Eastern Washington University, 2Georgia State University)
- 34. FACTORS AFFECTING RESILIENCE DURING COVID-19 Jillene Seiver, Brendan Cooney (Eastern Washington University)
- 35. WHAT IS IT ABOUT MINDFULNESS? EXAMINING SPECIFIC FACETS OF EMOTION REGULATION AS CENTRAL FEATURES OF EFFECTIVE MEDITATION Christian Accomando, Parisa Parsafar, Elizabeth Davis, Laura DeLoretta (University of California, Riverside)

- 36. BENEFIT FINDING AS A COPING STRATEGY IN THE COVID-19
 PANDEMIC Olivia Nomura, Andrew Downs (University of Portland)
- 37. GRATITUDE HAS DECREASED SIGNIFICANTLY DURING THE PANDEMIC Blanca Esquivel (Eastern Washington University)
- 38. DOES CONSIDERING ONE'S "COLOR OF FREEDOM" PRIME POSITIVE EMOTIONS? A MIXED-METHODS STUDY Hatya Khanooki, Gaithri Ann Fernando (California State University, Los Angeles)
- 39. SELF-COMPASSION AND ACADEMIC SELF-CONCEPT Charlotte Parque, Jui Bhagwat, Kathryn Bruchmann (Santa Clara University)

DISTINGUISHED SPEAKER

01:00 PM - 02:00 PM Salon F | CE Available

STRUCTURE AS ONE ANTIDOTE TO BIAS IN EDUCATION

Rodolfo Mendoza-Denton (University of California, Berkeley)

Chair: Chris Aberson (California State Polytechnic University, Humboldt)

Despite decades of research, disparities in educational outcomes between majority and minority group students persist at all levels of education. Particularly perplexing is the persistence of these inequalities at the highest levels of training, which already selects for the most highly achieving students for specialization in their field of study. This talk will cover some of the psychological processes that can explain these inequalities, and discuss how the lack of structure in traditional higher education may contribute to these disparities.

Biography:

Rodolfo Mendoza-Denton is professor of psychology at the University of California, Berkeley. Childhood experiences living in Mexico, the U.S., Ivory Coast, and Thailand cemented an early interest in cultural differences and intergroup relations. He received his BA from Yale University and his Ph.D. from Columbia University. Mendoza-Dentona's professional work covers stereotyping and prejudice from the perspective of both target and perceiver, intergroup relations, as well as how these processes influence educational outcomes. He received the UC Berkeley Chancellor's Award for Advancing Institutional Excellence in 2015, and the University-wide Distinguished Teaching Award in 2018.

PAPER SESSION

01:00 PM - 02:00 PM Salon D

MENTAL HEALTH

Chair: Jenelle Shanley (Pacific University)

01:00 COMMUNITY MENTAL HEALTH USE OF EVIDENCE-BASED PRACTICES: ATTITUDES AND UTILIZATION

Jenelle Shanley, Halley Read, Hollie Crandell, Nadine Wander (Pacific University)

OI:15 PREDICTING LONG-TERM OUTCOMES IN FIRST-ADMISSION PSYCHOSIS: DOES THE HIERARCHICAL TAXONOMY OF PSYCHOPATHOLOGY AID DSM IN PROGNOSTICATION?

Elizabeth Martin (University of Calfornia, Irvine)

01:30 THE EFFECT OF DIETARY POLYPHENOLS AS A TREATMENT FOR TRAUMATIC BRAIN INJURY

Tori Togashi, Alexandra D. Trofimova, Madeleine Mendoza, Elissa Giang, Richard Hartman (Loma Linda University)

01:45 SOCIAL MEDIA EXPOSURE TO STORIES OF SEXUAL VIOLENCE: CULTURAL DIFFERENCES IN PSYCHOLOGICAL OUTCOMES

Pooja Punjabi, Aleksandria Grabow (California State University, San Marcos)

DISTINGUISHED SPEAKER

01:45 PM - 02:45 PM Salon E | CE Available

THE CULTURAL PSYCHOLOGICAL LEGACY OF INDIGENOUS LAND DISPOSSESSION

Tyler Jimenez (University of Washington)

Chair: Richard Zamora (California State University, Bakersfield)

Given the tendency to believe society is fair, participating in or benefiting from mass violence can evoke cognitive dissonance, which can then be managed by justifying the violence. As I will argue, the violence of Indigenous land dispossession left a cultural psychological legacy that continues to be observed in attitudes, beliefs, and

behaviors, as well as institutional policies and practices. Supporting these ideas, I report a series of studies using diverse methodologies and at multiple levels of analysis.

Biography:

Tyler Jimenez is an Assistant Professor of Psychology at the University of Washington. He is an enrolled member of Nambé Pueblo.

PSI CHI

01:45 PM - 02:45 PM Salon G/H

PSI CHI LEADERSHIP SESSION

LEADERSHIP: A PSYCHOLOGICAL SCIENCE PERSPECTIVE AND PRACTICAL ADVICE ON BUILDING LEADERSHIP SKILLS

Martha S. Zlokovich, Psi Chi, the International Honor Society in Psychology,

Ngoc Bui, University of La Verne

Psi Chi Board President Dr. Ngoc Bui (and Associate Dean, College of Arts and Sciences) and Executive Director (and Past President of Psi Chi and of Society for Psychologists in Leadership) Dr. Martha S. Zlokovich will discuss leadership from two perspectives. The first half of the talk will focus on leadership as a topic of psychological study as well as careers that involve leadership research or consultation. The second half of the talk will discuss Psi Chi opportunities to build leadership skills and obtain leadership experience. Practical advice will be provided to students who are considering running for a Psi Chi officer position or are already serving as an officer or a chapter committee chair, as well as for Faculty Advisors and Co-advisors. Dr. Bui and Dr. Zlokovich will include examples from their own leadership journeys and provide information on best practices in leadership.

CONVERSATION HOUR WITH KATHLEEN BOGART

2:00 PM - 3:00 PM Mount St. Helens

SYMPOSIUM

02:00 PM - 03:00 PM Salon I

EXPLORING THE CHALLENGES OF ALLYSHIP AT WORK AND CHARTING THE WAY FORWARD

Meg Warren, Allison Schwam (Western Washington University)

The Black Lives Matter and #MeToo movements have motivated people in positions of privilege to step up to be an ally for underrepresented employees. As interest in and fledgling attempts at allyship increase, so does the risk for misinterpretation. With many first-time allies emerging, it is crucial to understand how to develop and maintain effective allyship by recognizing the psychological and contextual barriers that may hinder would-be allies. The proposed symposium brings together studies that attempt to describe the challenges as well as offer a vision for effective and sustainable allyship.

Meg A. Warren, the symposium chair and first speaker will open the session with a brief overview of the session. Next, she will share findings from a dyadic study that examined the incongruence between men's perceptions and women's reports of men's key allyship-relevant characteristics and its impact on women's outcomes. The second speaker, Brooklynn Smith, will share findings from a study that explored distinct patterns of allyship competence and imposterism within employees. In particular, she will discuss how the allyship imposterism profiles are associated with mental health, work, and psychological supportive context outcomes. The third speaker, Jake Anderson, will share findings from an open-ended survey that explores the development of allyship as well as motivations, situational contexts, behaviors, and knowledge central to effective allyship. Finally, Alex Czopp will serve as discussant and facilitate audience questions and discussion.

"SO YOU THINK YOU ARE AN ALLY?" EFFECTS OF CONGRUENCE BETWEEN MEN'S AND WOMEN'S ALLYSHIP PERCEPTIONS ON WOMEN'S INCLUSION AND VITALITY Meg Warren (Western Washington University)

"DO I DESERVE TO BE CALLED AN ALLY?" EXAMINING ALLYSHIP IMPOSTERISM AND ITS OUTCOMES AT WORK Brooklynn Smith (Western Washington University)

ANTI-RACISM ALLYSHIP MOTIVATIONS, COMPETENCIES AND BEHAVIORS AT WORK: LEARNING ABOUT ON-THE-GROUND ALLYSHIP NEEDS FROM INDUSTRY EXPERTS Jake Anderson (Western Washington University)

POSTER SESSION 14

02:00 PM - 03:15 PM Exhibit Hall

CLINICAL PSYCHOLOGY/PSYCHOTHERAPY#2 & PSYCHOPATHOLOGY

- CHILDHOOD UNPREDICTABILITY BROADLY PREDICTS
 CHILDREN'S EXTERNALIZING SYMPTOMS 1Megan Maxwell, 1Natasha Lindert, 2Elysia Davis, 3Curt Sandman, 1Laura Glynn (1Chapman University, 2University of Denver, 3University of California Irvine)
- SOCIAL SUPPORT, PTSD SYMPTOM SEVERITY, AND SUBSTANCE USE AMONG SEXUAL ASSAULT SURVIVORS Ronnie De Leon, Christina Hassija (California State University, San Bernardino)
- PREDICTORS OF DEPRESSION IN DIFFERENT SUBGROUPS OF PARKINSON'S DISEASE: A NEUROIMAGING STUDY Yenny Valenzuela (California State University, San Bernardino)
- YOUNG ADULTS' PERCEPTIONS OF THE EFFECT OF THE COVID PANDEMIC ON THEIR ROMANTIC RELATIONSHIPS Carissa Gauthier, Rebecca Cobb, Dylan Murray, Kaelin Toth (Simon Fraser University)
- RELATIONSHIP EDUCATION WORKSHOP FOR YOUNG ADULTS: LEARNING ROMANTIC COMPETENCE-BASED SKILLS Michelle Korlacka, Rebecca Cobb (Simon Fraser University)
- 6. TELEMENTAL HEALTH: IT'S HERE TO STAY, WHAT CAN WE DO BETTER FOR FUTURE TRAINEES? Noelle Huffman, Rachel Cohen, Danielle Berman, Sarah Duffy, Nicole Mahrer (University of La Verne)
- THE COMPLEX RELATIONSHIP BETWEEN CHILDHOOD TRAUMA AND RELIGIOSITY Megan Gafford, Kendra Oakes Mueller, John Wu (Point Loma Nazarene University)
- 8. THE IMPACT OF RELIGIOSITY AND AGE MARRIED ON DIVORCE RISK Kristiana Rose Prijoles, Tessa Stewart, Kendra Oakes Mueller, John Wu (Point Loma Nazarene University)

- 9. ASIAN AMERICANS' INTENTION TO SEEK HELP: THE MODERATING INFLUENCE OF ETHNIC IDENTITY ON THE THEORY OF PLANNED BEHAVIOR Melissa-Ann Lagunas, Emi Ichimura, Joel Jin (Seattle Pacific University)
- 10. PSYCHOLOGICAL DISTRESS AND PROBLEMATIC INTERNET GAMING: THE ROLE OF EMOTION DYSREGULATION AND PSYCHOLOGICAL INFLEXIBILITY Frank Nieblas, Michael Lewin (California State University, San Bernardino)
- II. ASSOCIATIONS BETWEEN TRAUMATIC EXPERIENCES, SUBSTANCE USE, AND SUICIDAL IDEATION AND BEHAVIOR AMONG YOUTH OFFENDERS Shelby Weber, Makenzie Atwood, Shannon Lynch (Idaho State University)
- 12. PSYCHOLOGICAL WELL-BEING IN A GLOBAL PANDEMIC: THE ROLE COVID-19 STRESS, UNCERTAINTY AND PSYCHOLOGICAL INFLEXIBILITY Michael Lewin, Alyx Duckering (California State University, San Bernardino)
- 13. DIVERSE COLLEGIATES' MENTAL HEALTH LITERACY & PSYCHOLOGICAL HELP SEEKING VIEWS 1Giovanni Avina, 1Ghadir Saad, 2Eric Cortez, 1Lisa Mori (1California State University, Fullerton, 2California State University Fullerton)
- 14. DEVELOPING THE LABELAVOIDANCE MEASURE OF STIGMA: A PSYCHOMETRIC REVIEW IN A COLLEGE STUDENT POPULATION Julia Cameron, Duncan Campbell (University of Montana)
- 15. "MY VOICE MATTERS TOO:" FOSTER YOUTH PERSPECTIVES ON IMPROVING THERAPEUTIC OUTCOMES 1Nick Vasquez, 2Deanna Linville, 3Saralyn Ruff, 4John Eddy (1California State Polytechnic University, Humboldt, 2University of Oregon's Center for Equity Promotion, 3University of San Francisco, 4University of Texas)
- 16. THE ASSOCIATION OF SUICIDE LOSS WITH SOCIAL CONSTRAINTS AND GUILT IN TREATMENT-SEEKING TRAUMA SURVIVORS Ayushi Jain, Chelsea Barnes, Monét Fairley, Ellie Dicker, Katie Moody, Matthew Cordova (Palo Alto University)

- 17. AGE AND NATURALISTIC DISCLOSURE IN TREATMENT-SEEKING SURVIVORS OF RECENTTRAUMA Kaitlin Snyder, Angelique Finestone, Ayushi Jain, Marc Heise, Judith Roberts, Matthew Cordova (Palo Alto University)
- 18. PREDICTORS OF EATING DISORDERS IN GIRLS WITH AND WITHOUT ADHD: THE ROLE OF GLOBAL SELF WORTH 1Allison Ahn, 1 Yasmeen Faisal, 2(Nick) Phuc Nguyen, 1Stephen Hinshaw (1University of California, Berkeley, 3WestCoast Children's Clinic)
- NEGATIVE POSTTRAUMATIC COGNITIONS AND EXPRESSIVE SUPPRESSION IN MALTREATED YOUTH Kinsey Ellis, Shadie Burke, Vanni Jefferson Arcaina, Michael Fensken, Christopher Kearney (University of Nevada, Las Vegas)
- 20. THE EFFECTS OF SEXUAL ABUSE ON LEVELS OF SPIRITUAL AND RELIGIOUS PARTICIPATION AND BELIEF 1Julia Payne, 2Juliana Sikorski, 3Steven Pirutinsky, 4Jiaqi Zhou (1Center for Anxiety/New York University, 2Lafayette College, 3Touro College, 4Center for Anxiety)
- THE INFLUENCE OF FAMILY AND FRIENDSHIP ON HOPE FOR INDIVIDUALS WITH SCHIZOPHRENIA Dorthy Schmidt, Brittany Heuchert, Krithika Sivaramakrishnan, Lorin Lachs (California State University, Fresno)
- 22. QUALITATIVE ANALYSIS OF AFFECTIVE RESPONSE TO SUPERLIMINAL GAMEPLAY Gordon DiQuattro, Lane Bellmont-Olson, Kiley Brevik, Kirsten Bonish, Caitlyn Trullinger-Dwyer, Lillian Holderby, Lisa Christiansen (Pacific University)
- 23. WHAT LIES BENEATH NIGHTMARES? NIGHTMARE PRONENESS, NEUROTICISM, AND PSYCHOLOGICAL DISTRESS William Kelly, Richard Zamora, Soeun Park (California State University, Bakersfield)
- 24. CSEM-RELATED OFFENSES DO NOT SEEM TO BE ASSOCIATED WITH HIGHER SCORES ON THE PAI ASD DIFFERENTIAL FUNCTION 1Blain Stumpf, 1Nicholas Rogers, 2Jane Ward, 1Michael Vogel (1George Fox University, 2Oregon Center for Change)

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- 25. TRANSDIAGNOSTIC TREATMENT FOR PEDIATRIC ANXIETY AND DEPRESSION: PARENT AND YOUTH SATISFACTION WITH CARE 1Ricardo Salinas, 1Karen Schwartz, 1Merissa Kado, 2John Dickerson, 1V. Robin Weersing (1San Diego State University and University of California, San Diego Joint Doctoral Program in Clinical Psychology, 2Kaiser Permanente Northwest Center for Health Research)
- 26. SYNERGISTIC EFFECTS OF DEPRESSION AND AGING ON COGNITIVE DECLINE IN EARLY PARKINSON'S DISEASE Lea Hemphill, Yenny Valenzuela, Jacob Jones (California State University, San Bernardino) (Award Winner)
- 27. RELATIONSHIP BETWEEN NEIGHBORHOOD POVERTY AND EXTERNALIZING SYMPTOMS IN CHILDREN: MEDIATION AND MODERATION BY ENVIRONMENTAL FACTORS AND BRAIN STRUCTURE Megan Maxwell (Chapman University) (Award Winner)
- 28. COMPLICATED GRIEF, DEPRESSION AND PSYCHOLOGICAL WELL-BEING: THE ROLE OF PSYCHOLOGICAL INFLEXIBILITY AND SOCIAL SUPPORT Ashley Wicochea, Michael Lewin (California State University, San Bernardino)
- 29. HEALTHY VERSUS UNHEALTHY EMPATHY: THE ROLE OF COGNITIVE AND AFFECTIVE EMPATHY Ashley Wicochea, Michael Lewin, Carina Castro (California State University, San Bernardino)
- 30. MATERNAL WARMTH DURING THE STILL FACE PARADIGM PREDICTING INFANTS' DEVELOPING REGULATORY SKILLS Samantha Seaver, Lindsey M. Green, Lisa Shimomaeda, Stephanie Thompson, Liliana J. Lengua (University of Washington)
- 31. ASSESSING BIDIRECTIONAL RELATIONS BETWEEN SLEEP AND PSYCHOLOGICAL SYMPTOMS AMONG COLLEGE STUDENTS DURING THE PANDEMIC Dominique Alexander, Kristen McCormack, Anna Cole, Cynthia Lancaster (University of Nevada, Reno) (Award Winner)
- 32. EXERCISE AS A MENTAL HEALTH INTERVENTION: ASSESSING THE RELATIONSHIPS AMONG EXERCISE, FUNCTIONING, AND DEPRESSIVE SYMPTOMS Peter Habib (California State University, Fullerton)

- 33. THE IMPACT OF PARENTAL COMMUNICATION, MATERNAL WARMTH, AND ETHNICITY ON SUICIDALITY IN EMERGING ADULTS 1Emily Orozco, 2Maha Manswer, 2Christina Logan, 2Araceli Gonzalez (1California State University, Fullerton, 2California State University, Long Beach)
- 34. MIDDLE EASTERN YOUTH ATTITUDES TOWARDS MENTAL HEALTH AND MENTAL ILLNESS 1Naela Salamah, 2Lori Barker (1Alliant International University, Los Angeles, 2California State Polytechnic University, Pomona)
- BORDERLINE PERSONALITY DISORDER AS A PRESENTATION OF COMPLEX PTSD Ashley Hassinger (Pacific University)
- EFFECTS OF MOOD AND PERSONALITY ON EVERYDAY LIFE Jillene Seiver, Adriana Becerra (Bellevue College)
- PITCH BLACK IN DAYLIGHT: AN INVESTIGATION OF DAYMARES AND NIGHTMARES Jennifer Hernandez, William Kelly, Hannah Martin, Viviana Ramirez (California State University, Bakersfield)
- THE ASSOCIATION BETWEEN SCHIZOPHRENIA SPECTRUM SYMPTOMS AND SOCIAL FUNCTIONING Tanya Diaz, Colleen Brenner (Loma Linda University)
- 39. LGBTQ+ COMMUNITY INVOLVEMENT MODERATES PREVENTION OUTCOMES FOR EATING DISORDERS IN GAY MEN 1Veronica Ho, 1Sabrina Chen, 2Dominic Denning, 3Tiffany Brown (1University of California, San Diego, 2University of Nevada Reno, 3Auburn University)
- 40. USING PSYCHOLOGICAL TESTING TO DIFFERENTIATE
 BETWEEN HIGH FUNCTIONING THOUGHT DISORDERS AND
 BORDERLINE PERSONALITY DISORDER Abigail Rutledge (Nysa
 Therapy)
- 41. BORDERLINE PERSONALITY ORGANIZATION AND NIGHTMARES: MEDIATING EFFECTS OF NEUROTICISM Viviana Ramirez, Jennifer Hernandez, William Kelly, Alejandra Frausto (California State University, Bakersfield)
- 42. IN YOUR DREAMS: LINKS BETWEEN NIGHTMARES AND GRANDIOSE AND VULNERABLE NARCISSISM Hannah Martin, William Kelly, Jennifer Hernandez, Viviana Ramirez (California State University, Bakersfield)

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- 43. PEER STATUS AND SOCIAL INFORMATION PROCESSING IN GIRLS WITH ADHD Meryum Syeda, Phuc Nguyen, Ashley Halkett, Stephen Hinshaw (University of California, Berkeley)
- 44. INTOLERANCE OF UNCERTAINTY MODERATES THE RELATIONSHIP BETWEEN HEALTH ANXIETY AND COVID-RELATED POSTTRAUMATIC STRESS SYMPTOMS Ester Patrize Aguilar, Dominique Alexander, Anna Cole, Cynthia Lancaster (University of Nevada, Reno)
- 45. DOES BOREDOM PRONENESS PREDICT BODY-FOCUSED REPETITIVE BEHAVIORS? Abigail McCarthy (University of Portland)
- 46. WHY FEELINGS MATTER: A STUDY OF TRAITS OF AUTISM IN UNIVERSITY STUDENTS Dulce Zayas, Kate Lingeman, Kimmy Kee-Rose (California State University, Channel Islands)
- 47. INVESTIGATING TRAUMATIC CRIME SCENES: POSTTRAUMATIC STRESS DISORDER, MAJOR DEPRESSIVE DISORDER, AND COPING STRATEGIES 2Nicholas Monzon, 1Tica Lopez, 2Stephen Berger (1The Chicago School of Professional Psychology, 1The Chicago School of Professional Psychology, Anaheim)

SYMPOSIUM

02:15 PM - 03:15 PM Salon B/C

RESEARCH ON LEADER DEVELOPMENT OF DIVERSE LEADERS

Amber Kea-Edwards, Justin Samortin, Krista Jensen, Rebecca Reichard (Claremont Graduate University)

Leaders in society wield power. They have the power to make decisions and drive the strategic direction of communities, organizations, and governments. It is not a surprise that leaders use that power to bolster their own perspectives and constituents similar to them. Thus, when leaders are not representative of those they lead, the masses are not being properly served; and minority groups like BIPOC, women, and gender non-conforming people, and LGBTQ+ individuals suffer. A solution is to develop more and better, diverse leaders using evidence-based practices generated from research.

This symposium will cover theory and empirical work that can support the development of more diverse and inclusive leaders. The first paper explores the

role of micro-inclusions in the practice of leader development. This paper sheds light on the positive deviant behaviors that facilitate diversity, equity, and inclusion (DEI). The second paper takes a look at the leader development process specifically for women and non-gender-conforming individuals. This paper highlights the positive impact leader development psychological capital (LDPsyCap) has on leader identity even in the face of discouraging or negative feedback. The final paper takes a grounded theory approach to understand the leader development process for members of the LGBTQ+ community, an under-researched population.

EXPLORING EXPERIENCES OF MICRO INCLUSION IN LEADER DEVELOPMENT PRACTICES Amber Kea-Edwards & Krista L. Jensen (Claremont Graduate University)

FEEDBACK, RUMINATION, AND LEADER IDENTITY DEVELOPMENT: PSYCAP FOR WOMEN AND GENDER-NONCONFORMING Justin Samortin (Claremont Graduate University)

GROUNDED THEORY OF LGBTQ+ LEADER DEVELOPMENT Justin Samortin, Rebecca J. Reichard, Krista L. Jensen (Claremont Graduate University)

Discussant 1: Jessica Diaz, Claremont Graduate University

DISTINGUISHED SPEAKER

02:30 PM - 03:30 PM Salon F | CE Available

VALUES-DRIVEN OPEN SCIENCE: MAKING GOOD SCIENCE AND MAKING SCIENCE GOOD

Sanjay Srivastava (University of Oregon)

Chair: Chris Aberson (California State Polytechnic University, Humboldt)

Psychology, and the sciences more broadly, are in the middle of a broad social movement toward open science. Researchers are adopting new practices like sharing data, code, and materials; freeing their papers and other research products from publishersâ™ paywalls; and adding preregistration to their workflows to increase transparency in how they collect and analyze data. But how exactly are these new practices supposed to make psychological science better? In this talk, I will argue that openness is a means, not an end, and that effectively implementing open science requires explicit consideration of the goals that it serves. One set of goals revolve around making the social mechanisms of science work better by allowing scientists

to critique and build on each other $\hat{a}^{TM}s$ work. Another set involve making science more equitable, inclusive, and engaged with impact and social justice. These goals are intertwined, and scientific reform can and must address both.

Biography:

Sanjay Srivastava is a professor of psychology at the University of Oregon and director of the Personality and Social Dynamics Lab. He studies how personality, emotions, and social status are signaled in in-person and online settings; how people form impressions of one another and act on those impressions; and how personality develops over the lifespan. Srivastava has also been active in the open science movement, and through his service and collaborations he has worked to develop and promote methods and practices that make psychology more transparent, rigorous, inclusive, and just. He teaches, blogs, and podcasts about personality psychology, open science, and research methods.

PAPER SESSION

02:30 PM - 03:30 PM Salon A

LEARNING AND WRITING DURING COVID

Chair: Mark Barajas (Saint Mary's College of California)

02:30 PANDEMIC PEDAGOGY: A LONGITUDINAL QUALITATIVE EXAMINATION OF TEACHING AND LEARNING DURING COVID

Mark Barajas (Saint Mary's College of California)

02:45 MEMORIZATION AND PERFORMANCE DURING THE COVID-19 PANDEMIC: EVIDENCE OF SHIFTS FROM AN INTERACTIVE TEXTBOOK

IJose Salas, 2Xinran Wang, 2Mary Tucker, IJi Son (ICalifornia State University, Los Angeles, 2University of California, Los Angeles)

03:00 THE EFFECTS OF A YEARLONG VIRTUAL SERVICE FELLOWSHIP ON COLLEGE STUDENTS

Elena Klaw, Andrea Tully, Leriza Madriaga, Sana Ahmed, Nazanin Ghavami (San José State University)

03:15 GLOBAL DIVERSITY OF AUTHORS, EDITORS, AND JOURNAL OWNERSHIPS ACROSS SUBDISCIPLINES OF PSYCHOLOGY: CURRENT STATE AND POLICY IMPLICATIONS

Zhicheng Lin (The Chinese University of Hong Kong, Shenzhen)

PSI CHI CHAPTER EXCHANGE

03:00 PM - 04:30 PM Salon G/H

PSI CHI CHAPTER EXCHANGE AND AWARDS

Louise Chim (University of Victoria)

Psi Chi annually hosts a chapter exchange for chapters in the Western Region to share their activities and experiences with other chapters. Each chapter at the exchange will be encouraged to speak for about 5 minutes about their goals and activities for the year. Also, various recognition wards will be given during the chapter exchange.

PSI BETA CHAPTER EXCHANGE

3:00 PM - 4:30 PM Salon D

Psi Beta annually hosts a chapter exchange for chapters in the Western Region to share their activities and experiences with other chapters. Each chapter at the exchange will be encouraged to speak for about 5 minutes about their goals and activities for the year.

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DISTINGUISHED SPEAKER

03:15 PM - 04:15 PM Salon E | CE Available

OF MO'OLELO AND THE MOUNTAIN: INDIGENIZING PSYCHOLOGY AS AN ACT OF RESISTANCE

Alyson Burns-Glover (Pacific University)

Chair: Tyler Jimenez (University of Washington)

My talk will reflect a realignment of the "Decolonize the Academy" approach to the "Indigenize the Academy" view held by an emerging body of Indigenous scholars and activists. Indeed, the need to not merely teach "about" diverse contexts, histories, etc. has been met with a call to change practices and firmly locate them in affording Indigenous learners the "ropes of resistance" and "resistant capital" to navigate and transform what they experience as unwelcoming, and antithetical to their own values, worldviews, and epistemologies. This story (mo'olelo) is located within the ongoing discussions in higher education about what Diversity means and who Diversity affects, includes, and what it elicits in dominant group members. I have had the privilege of working with Native Hawaiian and Native American/ American Indian scholars and students (the "Hui") as a collaborator, learner, and co-investigator. My work confronts the complexities of such an Indigene-Colonizer collaboration; the interrogation of non-Indigenous allies' roles and obligations, and how the press to decolonize curricula must be concomitant with indigenizing actual teaching practices. Our processes and objectives were located in larger forces of students' trauma and protest about Mauna Kea ('the mountain') in Hawai i, student leadership programs, cultural safety, commitment to developing ropes of resistance and Indigenism that are central to any attempt to create conditions for collaboration with, mentorship of, or intercultural learning from indigenous students. Acknowledging and centering our students' indigenous identities and their commitments to cultural action reflected our focus on Indigenism itself as our university was grappling with its own conceptualization of what "decolonizing" curriculum 'should' mean at a predominantly White institution that has a unique and troubled history with its indigenous communities. This narrative is not one of decolonizing a syllabus as we share other researchers' dissatisfaction with the underlying premises of the concept (Tuck & Yang, 2012), rather I will tell the story of how, as Jones & Jenkins (2008) propose, we explored the "more uneasy and unsettled relationship, based on learning [about difference] from the Other, rather learning about the Other."

Biography:

Dr. Alyson Burns-Glover is a sociocultural psychologist who has been teaching at a small liberal arts college since 1989. A first generation in college and daughter of immigrants, she has been committed to "giving psychology away" in the classroom and the community. She has developed community outreach courses for "Lifeguides" in elementary school classrooms, collaborated with Adelante Chicas to assess how their program affected Latinx girls' academic achievement, and collaborated with Native Hawaiian students to design and deliver a course in Native Hawaiian Psychology. Her collaborations with AANHPI students and communities has profoundly informed her work in the professoriate.

Discussant 1: Giacomo Bono, California State University, Dominguez Hills

SYMPOSIUM

03:15 PM - 04:45 PM Salon I | CE Available

NEW RESEARCH IN POSITIVE PSYCHOLOGY: ADVANCING OUR UNDERSTANDING OF GRATITUDE AND JOY

Chair: Phil Watkins (Eastern Washington University)

In this symposium we present four papers describing cutting edge research in positive psychology. First, Ayala and associates describe a prospective study examining the importance of joy to subjective wellbeing (SWB). Recently, research has shown that joy is a distinct emotion. In this study the authors found that dispositional joy predicted increased SWB over time. Thus, joy may be a critical facet of the good life. In the second presentation, Watkins and Frederick propose that the Cognitive Bias Modification paradigm might be helpful for advancing positive psychology research. They describe two studies showing that this technique can be used to encourage interpretation biases vital to dispositional gratitude. The two final presentations focus on new research on the impacts of gratitude on youth. First, Duffy and Bono will present new analyses of a school gratitude intervention showing how gratitude impacts mental health and wellbeing outcomes in adolescents. Mediation analyses showed that the intervention impacted outcomes by reducing perceived stress. Moreover, they found that the gratitude intervention decreased perceived stress more in males than females, but increased SWB more in females than males. In the final paper Bono, Duffy, and Palacios present results from two studies dealing with how gratitude impacts resilience in adolescents and emerging adults. Study I showed that gratitude development in adolescents is related with greater resilience assets. Study 2 showed that gratitude predicted better coping and

resilience and less psychological harm among college freshmen during the onset of the COVID-19 pandemic but helped buffer lower SES students on such outcomes. Taken together, these presentations provide further support for the importance of joy and gratitude to the good life.

THE IMPORTANCE OF JOY TO WELLBEING: JOY PREDICTS INCREASED HAPPINESS OVER TIME

Yajaira Ayala, Luke Coplan, Blanca Esquivel, Philip Watkins (Eastern Washington University)

CULTIVATING A GRATEFUL INTERPRETATION STYLE: COGNITIVE BIAS MODIFICATION AND POSITIVE PSYCHOLOGY

Michael Frederick, Philip Watkins (Eastern Washington University)

UNDERSTANDING HOW GRATITUDE AFFECTS WELLBEING IN ADOLESCENTS: MEDIATION BY PERCEIVED STRESS AND GENDER DIFFERENCES IN GRATITUDE

Taylor Duffy, Giacomo Bono (California State University, Dominguez Hills)

THE ROLE OF GRATITUDE IN RESILIENCE AMONG ADOLESCENTS AND YOUNG ADULTS

Giacomo Bono, Taylor Duffy, Miguel Palacios, Jadwiga Hescox

SYMPOSIUM

03:30 PM - 04:30 PM Salon B/C

CHILDHOOD ECOLOGY AND LIFE HISTORY AS PREDICTORS OF RISKY AND COOPERATIVE BEHAVIORS IN COLLEGE WOMEN

IRaquel Medeiros, ISophia Sinclair, 2Thalia P. Sullivan, 3Alexandra Hock, 3Miguel Menchaca, IJessica Hamel, IKamryn Staples, IKristi Mixon, ILisa Bohon (ICalifornia State University, Sacramento, 2Eastern Tennessee State University, 3Santa Clara University)

Belsky and colleagues suggested that early childhood harshness and predictability provide environmental cues that elicit strategies connected to Life History (LH). These strategies have been divided into two domains: (1) Mating Competition, relating to reproductive behavior/sexual risk; and (2) Super-K, relating to somatic

growth factors such as familial relationships, community quality, psychological/physiological health, and education. Although the two strategies have a significant small negative correlation with each other, LH involves a differential allocation of limited resources either to mating behaviors or growth and development.

Faster Life History (FLH) strategies are associated with growing up in unpredictable, harsh, and resource-scarce environments, with lower parental investment regarding time and access to assets. Individuals with a FLH are more likely to behave impulsively, have a present-oriented mindset, and engage in violence, criminal behavior, riskier sexual behavior, and substance use. In contrast, those who exhibit Slower Life History (SLH) strategies tend to grow up in predictable, safe, and resource-rich environments, and experience greater parental investment. Furthermore, they are more likely to plan for their future, use self-control to make thoughtful choices, nurture close interpersonal relationships, be more connected to their communities, and engage in safer sexual behavior.

The purpose of this symposium is to discuss the roles of childhood ecology before the age of 10, and adult personality and attitudinal LH strategies, as predictors of risky and cooperative behaviors and intentions. In Qualtrics, college women (N = 398) completed scales related to predictability/harshness in childhood (e.g., Adverse Childhood Experiences Inventory, Individual Differences in Perceived Resource Availability, Exposure to Neighborhood Crime and Violence Scale, and Subjective Experience of Activity Involvement); LH personality/attitudes related to Super-K and Mating Competition (e.g., 5x5 Resilience Scale, Rotterdam Emotional Intelligence Scale, Short Dark Triad, Berkley Personality Profile, Resource Control Strategy Inventory, and Sociosexual Orientation Inventory); risky behaviors and intentions (e.g., Domain-Specific Risk-Taking Scale Across Seven Domains, Criminal Behavior, Future Sexual Risk Inventory, Alcohol Use Disorder Identification Test, and Drug Abuse Screening Test); and cooperative behaviors and intentions (e.g., Youth Civic Engagement Typology Survey). Data were analyzed using hierarchical multiple regression analyses and results are discussed from a LH perspective.

RELATING CHILDHOOD ECOLOGY, PERSONALITY, AND ATTITUDES TO RISK TAKING AND AGGRESSION IN WOMEN Sophia Y. Sinclair (California State University, Sacramento)

CHILDHOOD ENVIRONMENT AND ANTISOCIAL PERSONALITY/ ATTITUDES AS PREDICTORS OF VIOLENT AND NONVIOLENT CRIMINAL BEHAVIOR IN WOMEN Miguel Menchaca (Santa Clara University)

PREDICTING SEXUAL RISK IN WOMEN FROM CHILDHOOD ECOLOGY AND FASTER LIFE PERSONALITY AND ATTITUDES Raquel Medeiros (California State University, Sacramento)

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HARSH CHILDHOOD AND ANTISOCIAL PERSONALTY AS PREDICTORS OF FUTURE CANNABIS AND ALCOHOL USE IN WOMEN
Jessica Hamel (California State University, Sacramento)

USING CHILDHOOD ECOLOGY, PERSONALITY, AND ATTITUDES TO PREDICT RISKY SUBSTANCE USE AND INTENTIONS IN WOMEN Kamryn Staples (California State University, Sacramento)

RELATING CHILDHOOD ECOLOGY AND PROSOCIAL PERSONALITY TO COMMUNITY ENGAGEMENT AND PROJECTED COMMUNITY ENGAGEMENT IN WOMEN Alexandra H. B. Hock (Santa Clara University)

POSTER SESSION 15

03:30 PM - 04:45 PM Exhibit Hall

HEALTH/MEDICAL PSYCHOLOGY #2

- STORY SHARING IN HEALTHCARE AND PATIENT-PHYSICIAN RELATIONS Pauline Yang, Nicole Alea Albada (University of California, Santa Barbara)
- A COMPARISON OF SLEEP HABITS AND MENTAL HEALTH IN OLDER & YOUNGER ADULTS DURING THE PANDEMIC Natalie Nunes, Melissa Minard, Nicole Torres, Bryanna Banks, Tikia Hopkins, Antonio Vivan, Linda Paumer (California State University, Sacramento)
- 3. A COMPARISON OF SLEEP HABITS AND MENTAL HEALTH IN OLDER & YOUNGER ADULTS DURING THE PANDEMIC Natalie Nunes (California State University, Sacramento)
- 4. THE QUALITY OF ENDOMETRIOSIS HEALTH CARE TREATMENT IMPACT ON WOMEN'S QUALITY OF LIFE Dianna Solis, Christina Hassija (California State University, San Bernardino)
- THE RELATIONSHIP BETWEEN DIET AND MENTAL WELL-BEING Christina Gurdzhyan, Stacy Bacigalupi (Mt. San Antonio College)
- AN ANALYSIS OF GENDER AND SLEEP PATTERNS IN YOUTHS WITH AUTISM SPECTRUM DISORDER Tal Collins, Kirsten Bonish, Cynthia Brown (Pacific University)

- DON'T CALL 911: ADVANCED LIFE DIRECTIVE PREFERENCES
 AMONG FIRST RESPONDERS FOLLOWING CPR INTERVENTIONS
 IBeryl Torthe, IJacob Merrin, 2Evan Eschliman (IPGSP-Stanford PsyD
 Consortium, 2Johns Hopkins Bloomberg School of Public Health)
- 8. ADVERSE CHILDHOOD EXPERIENCES AND ANXIETY MEDIATED BY SPOUSAL SUPPORT Kiyana Eshai, Kelly Morton (Loma Linda University)
- 9. ADVERSE CHILDHOOD EXPERIENCES AND ANXIETY MEDIATED BY OPTIMISM AND SELF-ESTEEM Kiyana Eshai, Kelly Morton (Loma Linda University)
- 10. CONSPIRACY THEORY BELIEF, MEDICAL MISTRUST, AND COVID-19 VACCINE TRUST Runqi Zhang, Michael Shreeves (Arizona State University, Lake Havasu City)
- COVID-19 AND HEALTHCARE UTILIZATION Yajaira Ayala, Kayleen Islam-Zwart (Eastern Washington University)
- 12. RISK VERSUS RELIEF: WHAT INFLUENCES PARENTS' DECISIONS TO VACCINATE YOUNG CHILDREN AGAINST COVID-19? Deja Shevalier, Kaylee Kohler, Patrick Johnson (California State University, Chico)
- 13. RESILIENCE OR BREAKDOWN: COMPARING STRESS MINDSET INSIMILAR DEMOGRAPHICS SAMPLES FROM BEFORE AND DURING THE COVID-19 PANDEMIC Brandon Ward, Adamantia Kellaris, Meagan Smith, Ameer Almuaybid (Oregon State University)
- 14. PHYSICAL ACTIVITY AND MEMORY FUNCTIONS: ARE THERE DIFFERENCES BETWEEN THE SEXES? Angela Lee, Nicole Stuart (University of British Columbia)
- 15. COVID-19 VACCINE HESITANCY AMONG MEXICAN-AMERICANS IN THE IMPERIAL VALLEY 1Linda Abarbanell, 2Andrea Van Bebber, 2Vanessa Cantu, 2Brittany De La Cruz, 1Linda Osuna (1San Diego State University, 2San Diego State University, Imperial Valley)
- 16. PAIN INTENSITY AND DEPRESSIVE SYMPTOMS MEDIATE THE RELATIONSHIP BETWEEN SLEEP QUALITY AND POSTURAL CONTROLAMONG MIDDLE-AGED AND OLDER ADULTS WITH FIBROMYALGIA Dylan Serpas, Tim Morton, Bret Jeskey, Maeva Laflamme, Laura Zettel-Watson, Jennifer Trevitt, Barbara Cherry (California State University)

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- 17. MENTAL HEALTH INDICATORS IN UNDERGRADUATES BEFORE AND AFTER THE START OF THE COVID PANDEMIC ACCORDING TO DATA FROM THE NATIONAL COLLEGE HEALTH ASSESSMENT Joshua Park, Khanh Bui (Pepperdine University)
- 18. HIV STIGMA AND ORGAN DONATION SINCE THE HOPE ACT: A CRITICAL LITERATURE REVIEW Josiah Coulter, Jennifer Antick (Pacific University, School of Graduate Psychology)
- ETHNIC AND RACIAL DIFFERENCES IN ACCESS TO AND OUTCOMES FOLLOWING BARIATRIC SURGERY Ladera Perez Linn, Carly Wagner, Jennifer Antick, Katherine Elder (Pacific University, School of Graduate Psychology)
- 20. THE RELATIONSHIP BETWEEN SLEEP AND MENTAL HEALTH IN COLLEGE STUDENTS DURING THE PANDEMIC 1Melissa Minard, 1Natalie Nunes, 1Cody Thompson, 1Santos Pena, 1Linda Paumer, 2Kim Roberts (1California State University, Sacramento, 2California State University/Psychology Department)
- 21. BEYOND BASIC NEEDS: FACTORS CONTRIBUTING TO SELF-SUFFICIENCY IN TRAUMA-EXPOSED UNHOUSED WOMEN Sadaf F. Rizvi (University of California, Irvine)
- 22. BEYOND BASIC NEEDS: FACTORS CONTRIBUTING TO SELF-SUFFICIENCY IN TRAUMA-EXPOSED UNHOUSED WOMEN Sadaf F. Rizvi, Yasmin Barrientos Kofman, Ilona Yim (University of California, Irvine)
- 23. GASTROINTESTINAL SYMPTOMS IN AUTISTIC YOUTHS: IMPAIRMENT, DAILY FUNCTIONAL IMPACT, AND GENDER DIFFERENCES Taylor Ramsey, Kirsten Bonish, Tal Collins, Cynthia Brown (Pacific University)
- 24. LIFETIME HEALTH-RELATED ACUTE LIFE EVENT EXPOSURE AND COPING STYLE MEDIATE PERCEIVED STRESS LEVELS IN HIV 1Everett Delfel, 2Ellen Tatevosyan, 2George M. Slavich, 2April Thames (1California State University, Long Beach, 2University of California, Los Angeles)
- 25. POLITICAL AFFILIATION ON COVID ATTITUDES AND BEHAVIORS: RELIGIOUS AND CULTURAL VARIABLES AS MEDIATORS Matthew Campos, Karen Saleeb, Alyssa Valenzuela, Madison McCue, Emily Gates, Karmanjeet Singh, Andrew Shelton (Azusa Pacific University)

- 26. ANTECEDENT FACTORS AND BEHAVIORS PREDICTING HIV TESTING AMONG LEGAL SYSTEM-IMPACTED YOUNG ADULTS Karen Coronado, Olivia Hom, Nicholas Riano, Elizabeth Cauffman (University of California, Irvine)
- 27. GENDER DIFFERENCES IN SELF-EFFICACY FOR COVID-19: INCREASING PROTECTIVE BEHAVIORS THROUGH APPEAL TO GENDER IDENTITY Alyssa Callender, Karissa Miller (ICalifornia State University, Long Beach)
- 28. THRIVING IN WINTER: RELEVANCE OF LATITUDE ON PREFERENCES, BEHAVIORS, AND WELL-BEING 1Kayli Breuninger, 1Dani' Sheppard, 1Aleksandra Milanovic, 1Madeline Seide, 1Kimberly Frost, 1Julia Olson, 1Catherine Reed-Métayer, 2Ethan McMahan, 3Brenton Cooper, 1Jen Peterson (1University of Alaska, Fairbanks, 2Western Oregon University, 3Texas Christian University)
- 29. EXAMINING RACIAL/ETHNIC DISPARITIES IN DIABETES DIAGNOSIS, CARE ACCESS, AND GLYCEMIC CONTROL: RESULTS FROM 10 YEARS OF NHANES DATA 1Matthew Campos, 2Trey Andrews (1Azusa Pacific University, 2University of Nebraska-Lincoln)
- 30. HEALTH, DEMOGRAPHIC, AND PSYCHOSOCIAL PREDICTORS OF DEPRESSION IN PEOPLE WITH FIBROMYALGIA AND OSTEOARTHRITIS 1Angelina Van Dyne, 2Jason Moy, 1Linda Thompson, 1Kalila Wash, 1Taylor Skow, 1Terry Cronan (1San Diego State University, 2London School of Economics and Political Science)
- 31. ARE THE HEALTH BENEFITS OF MARRIAGE GENDER-NEUTRAL? James Amirkhan, Alissa Vandenbelt (California State University, Long Beach)
- 32. DISEASE THREAT APPRAISAL, SELF-EFFICACY AND GENDER AS PREDICTORS OF EXERCISE AMONG AT-RISK LATINX COLLEGE STUDENTS Silvia Santos, Maria Teresa Hurtado-Ortiz, Denise Aguiluz, Antonio Romero, Taylor Duffy, Daniel Correa (California State University, Dominguez Hills)
- 33. RELATIONSHIP BETWEEN MICROAGGRESSIONS, COGNITIVE REAPPRAISAL AND GENERAL HEALTH AMONG BLACK AND ASIAN AMERICANS IVictoria Monte, 2Duc Pham, IWill Tsai (INew York University, 2University of Connecticut)

- PSYCHOMETRIC ANALYSIS OF THE OPENNESS TO THE FUTURE SCALE WITH THE GRADED ITEM RESPONSE MODEL Alfonso J. Martinez (University of Iowa)
- 35. DOES THERAPIST MINDFULNESS WHILE GUIDING A MINDFULNESS PRACTICE IMPACT PATIENT OUTCOMES? Adam Hanley, Natalie Lecy, Sara Tipler, Bobby Younce, Ruthie Schnitt (University of Utah)
- 36. CHANGES IN BODY IMAGE IN A LONGITUDINAL STUDY OF WEIGHT LOSS SURGERY PATIENTS 1Nikki Iadarola, 1Hannah Dugoni, 1Stephanie Galguera, 1Kayleigh Rogalski, 1Asani Seawell, 2James E Mitchell, 3Bruce M Wolfe, 1Katherine Elder (1Pacific University, 2University of North Dakota School of Medicine, 3Oregon Health and Science University; Department of Surgery) (Award Winner)
- 37. EXAMINING THE RELATIONSHIP BETWEEN LEVELS OF LONELINESS AND COGNITIVE PERFORMANCE DURING THE CORONAVIRUS PANDEMIC IN OLDER ADULTS 1Nancy Mendoza Estrada, 2Lisa Eyler (1California State University, Northridge, 2University of California, San Diego)
- 38. TRAUMA HURTS: ACES, PAIN, AND HEALTH Youssef Harraq, Rosemary Mwithiga, Micheal Guynn, Stephanie Hauck, Louis Morfin (Dixie State University)
- BELIEF IN SCIENCE IS ASSOCIATED WITH A HEALTH BEHAVIOR COMPOSITE Christopher Costanza, Rachel Bench, Megan Tsutakawa, Shima Esmaeili, Luci Martin (University of La Verne)
- 40. PREDICTING PHYSICAL ACTIVITY IN ADOLESCENTS: TEST OF AN INTEGRATED MODEL Jessica Balla, Martin Hagger (University of California, Merced)
- 41. FINDING THE RAINBOWS DURING THE COVID STORM Bethzaida Serrano (University of California, Irvine)
- 42. EXERCISING IN GROUPS FACILITATES SHORT-TERM MEMORY IN OLDER ADULTS COMPARED WITH YOUNG ADULTS Tyler Cavett (California State University, Stanislaus)

- 43. THE ROLE OF SELF-EFFICACY AND RESPONSE-EFFICACY IN A
 STATEWIDE PUBLIC HEALTH CAMPAIGN TO INCREASE EARLY
 DETECTION OF MELANOMA Jerusha Detweiler-Bedell, Brian DetweilerBedell, Charlotte Brownstone, Maddie Caples, Zackariah Hart, Nova Platt,
 Brandon Roth, Tiffani Wong, Tiona Wu, Rebecca Teichman, Kate Harvey,
 Jasmine Bruinooge (Lewis & Clark College)
- 44. BURNOUT, A RECIPE FOR POOR PATIENT CARE? Megan Davis (University of LaVerne)
- 45. DEVELOPMENT AND VALIDATION OF THE COVID-19 PANDEMIC DISTRESS SCALE Tai Chang, Emily Patton, Liya Levanda, Courtney Lodin, Travis Salle, Sharon Dadashadeh, Amy Perez, Jordan Brooks, Jeraca Marsh (California School of Professional Psychology at Alliant International University)
- 46. SMART HOMES FOR SMART HEALTH: DEVELOPING AN INTERACTIVE SYSTEM TO REDUCE IN-HOME SECONDHAND SMOKE Janice Han, Christie Kika (Chapman University)
- 47. A PILOT FEASIBILITY STUDY ON POSITIVE AFFECT, NEGATIVE AFFECT, STRESS, AND LUNG FUNCTION IN ADOLESCENTS WITH ASTHMA 1Aryanna Chavez, 2Eric Sternlicht, 3Pornchai Tirakitsoontorn, 4Azucena Talamantes, 3Anchalee Yuengsrigul, 1Zeev Kain, 2Brooke N. Jenkins (1University of California, Irvine, 2Chapman University, 3Children's Hospital of Orange County)
- 48. AN EXPERIMENTAL APPROACH TO EVALUATING EXPLANATORY MODELS OF HIV/AIDS AT THE US-MEXICO BORDER Linda Abarbanell, Linda Osuna, Ana Jauregui, Shyann Ayon, Haley Freeth (San Diego State University)
- 49. THE EFFECT OF EXERCISE ON STRESS LEVELS IN PREGNANT WOMEN: ROLE OF SOCIOECONOMIC FACTORS Josh Murillo (California State University, Long Beach)
- 50. MINORITY STRESS, GENDER DYSPHORIA, AND INTERPERSONAL COGNITIVE DISTORTIONS IN THE TRANSGENDER POPULATION Ann Vandegrift, California State University Long Beach, Sydney Roberts, California State University Long Beach, Jydrianna Colon-Kinlecheenie, California State University Long Beach, Chris Warren, California State University Long Beach

DISTINGUISHED SPEAKER

04:00 PM - 05:00 PM Salon F | CE Available

AMERICAN INDIAN THERAPIST DYNAMICS WITH AMERICAN INDIAN CLIENTS

Jeff King (Western Washington University)

Chair: Jacob Jones (California State University, San Bernardino)

This research highlights the unique facets and dynamics as part of the structure and content of psychotherapy with Native American clients. It calls attention to the need for broader training of counselors in training for working with this population and especially for Native counselors in training. Results suggest that Native counselors utilize culturally unique elements, such as historic and local trauma, talking about spirits, ancestors, animals, synchronistic events, and dreams as part of the therapy process. Typically, these counseling skills are not taught in our graduate training programs.

Biography:

Dr. Jeff King is a professor at Western Washington University's Department of Psychology. He has his undergraduate degree in psychology from Oklahoma University and his Master's and Ph.D. in psychology from The Pennsylvania State University. He has worked as a clinical psychologist for over 25 years, with a focus on cross-cultural psychology. He was director of Native American Counseling in Denver for 13 years and worked for 2 years among the Taos and Picuris Pueblo through Indian Health Service. He currently serves as president of the First Nations Behavioral Health Association, an organization that advocates at the national level for cultural competence and the reduction in disparity in mental health care for Native Americans and other ethnic minority populations. At WWU, he teaches both undergraduate and graduate classes—primarily focused on cross-cultural psychology. Dr. King is a tribally enrolled member of the Muscogee Nation of Oklahoma.

SYMPOSIUM

05:00 PM - 06:00 PM Salon E

Chair: Vivian McCann (Portland Community College)

MY PERSONAL JOURNEY FROM CREATING EVIL TO PIONEERING EVERYDAY HEROISM

Philip Zimbardo (Heroic Imagination Project)

His talk will take the audience on a journey of his life's work, starting with his childhood, growing up in poverty in the Bronx, to his experience creating and participating in the renowned, Stanford Prison Experiment. His deep dive into the roots of evil led him onto the path of exploring goodness and heroism. All of this culminated in the creation of The Heroic Imagination Project (HIP) in 2010. HIP is a training and research-based organization which provides knowledge, tools, strategies, and exercises to individuals and groups to help them overcome the strong influence of social and psychological forces.

MARK YOUR CALENDAR

SUNDAY, MAY 1

JUNIOR SCHOLAR MENTORSHIP BREAKFAST

7:45 AM - 8:45 AM Mount St. Helens

This year at WPA we will have a special "Junior Scholar Mentorship Breakfast" We have limited capacity so it is important that you RSVP in advance to reserve your space. Only those who have pre-register in advance may attend. For those fortunate enough to participate, there will be a light breakfast (think donuts) and the opportunity to meet in small groups with outstanding mentors to discuss any mentoring topics you choose. Our mentors for this event are some of our outstanding invited speakers. All students are invited to signup but if we receive more requests than we have space, preference will be given to undergraduates.

PAPER SESSION

08:30 AM - 09:30 AM Salon A

PSYCHOLOGICAL IMPLICATIONS OF COVID II

Chair: Aleksandria Grabow (California State University, San Marcos)

08:30 IMPACT OF CRM INTERVENTION ON COVID-19 STRESS AND RESILIENCY IN HEALTHCARE WORKERS

Michelle Morgan, Nehchal Kaur, Mabel Wong, Jasmine Logan, Leslie Alvarez, Kelly Baek, Susanne Montgomery (Loma Linda University)

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08:45 SOCIAL MEDIA AND COVID-19: HOW EXPOSURE TO FEAR-ELICITING POSTS INFLUENCES TRAUMA SYMPTOMS IN EMERGING ADULTS

Aleksandria Grabow (California State University, San Marcos)

09:00 EXPLORING THE RELATIONSHIP BETWEEN TRAIT RESILIENCE, COGNITIVE CONTROL, EATING HABITS, AND STRESS DURING THE COVID-19 PANDEMIC

Todd Watson, Hanna Wright, Andrew Steinberg (Lewis & Clark College)

09:15 IMPACTS OF PUBLIC HEALTH STATUS, PANDEMIC-RELATED LIFE DISRUPTIONS, AND ALCOHOL USE DISORDER STATUS ON ALCOHOL CONSUMPTION EARLY IN THE COVID-19 PANDEMIC

Nicole Khauli, Valeria Martini, Chloe Adams, Amie Haas (Palo Alto University)

SYMPOSIUM

08:30 AM - 10:00 AM Salon I | CE Available

PIPELINES EXTRACT RESOURCES, WHILE RIVERS FLOW: CHALLENGES TO INDIGENIZING ACADEMIA.

Chair: Alyson Burns-Glover (Pacific University Oregon)

Within academic and professional disciplines, policies, practices, and values are largely defined and ascribed by predominantly Euro-Western-centric ideals. This narrowing and unidirectional perspective creates challenges to the identities and well-being of marginalized and Indigenous peoples seeking to navigate the "rivers" of dominant culture academia.

Instead, the centering of Indigenous ways of being/knowledge to transform an institution's structures and values is proposed as an alternate narrative (Pidgeon, 2016). This movement toward Indigenization links millennia of non-Eurocentric knowledge with contemporary life. Our panel presents a response to current APA Statements on Anti-Racism (APA, 2021); APS' Grand Challenges of Psychological Science (Thayer, 2021); an overview of concepts of "re-story-ation" of Indigenous wisdom (Kimmerer, 2015) and the current popularization of "decolonizing" content. We will provide a general overview of systemic themes that exist in the academic and professional pipelines and suggest best practices/ call-to-action advocating for assetdriven, Indigenized systems.

DECOLONIZATION AND INDIGENIZATION OF THE ACADEMY: NAVIGATING TROUBLED WATERS.

Laurie "Lali" D. McCubbin (University of Louisville)

PROMISED RIVERS BUT SOLD PIPELINES: THE JOURNEY OF AN INDIGENOUS SCHOLAR WORKING TOWARD AN INDIGENIZED ACADEMY.

Matthew A. Town (Portland State University)

NAVIGATING MY MULTI-DIVERSE IDENTITY IN ACADEMIA, THE COMMUNITY, AND THE PLACES IN-BETWEEN.

Elinor Marie P. Butay (Pacific University Oregon)

KULEANA AS PEDAGOGY: 30 YEARS OF ALLYSHIP WITH NATIVE HAWAIIANS

Alyson Burns-Glover (Pacific University, Oregon)

Discussant 1: Alyson Burns-Glover, Pacific University Oregon

STATISTICS WORKSHOP

08:30 AM - 10:30 AM Mount Hood | CE Available

STATISTICAL MEDIATION ANALYSIS

Amanda Montoya, Jessica Fossum (University of California, Los Angeles)

Chair: Chris Aberson (California State Polytechnic University, Humboldt)

This workshop will provide a hands-on, interactive introduction to statistical mediation analysis, appropriate for those familiar with multiple regression. Statistical mediation analysis is widely used across areas of psychology. It is informative for answering questions of how, why, or through what process some effect occurred. In this workshop we will use the PROCESS macro (freely available for SPSS, SAS, and R) to estimate the effects most informative to mediation: total effects, direct effects, and indirect effects. We will discuss how these models are estimated and how to make inference about the indirect effect, and what causal assumptions underlie these models. Additionally, we will offer suggestions for how to write about mediation analysis and best practices for conducting this type of analysis.

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Biographies

Amanda Montoya is an Assistant Professor at UCLA in the Department of Psychology - Quantitative Area. She received her Ph.D. in Quantitative Psychology from the Ohio State University in 2018, under Dr. Andrew Hayes. She completed her M.A. in Psychology and M.S. in Statistics at Ohio State in 2016. I graduated from the University of Washington with a B.S. in Psychology and a minor in Mathematics in 2013. Her research focuses on mediation, moderation, and conditional process analysis in repeated-measures designs, understanding measurement models as multilevel models, and promoting research best practices and open science.

Jessica Fossum is a Ph.D. student at the University of California, Los Angeles. She is in the Department of Psychology — Quantitative Area, advised by Dr. Amanda K. Montoya. Her undergraduate work was at Seattle Pacific University, where she graduated with a B.A. in Psychology and a B.S. in Applied Mathematics in 2019. In 2020, she received a M.A in Psychology from UCLA. She is particularly interested in statistical power analysis and how it is determined in moderation, mediation, and moderated mediation models. In addition, her research focuses on research in teaching and promoting open science practices.

PAPER SESSION

08:45 AM - 10:00 AM Salon D

LOOKING AT THE FAMILY

Chair: Randy Corpuz (University of Massachusetts Boston)

08:45 TWINS AND VIRTUAL TWINS: SIMILARITIES AND DIFFERENCES IN PROBLEM BEHAVIORS COMPARED

Elizabeth Pratt-Thompson, Nancy Segal (California State University, Fullerton)

09:00 MOTHER AND FATHERS DIFFER IN THEIR PERCEPTION OF HOW MUCH SUPPORT MOTHERS RECEIVE IN THE POSTNATAL PERIOD

Randy Corpuz (University of Massachusetts Boston)

09:15 PARENTAL INVOLVEMENT IN AUTISM SPECTRUM DISORDER INTERVENTIONS: EFFECTS OF PARENT INTERNALIZING DISORDERS AND SELF-CARE BEHAVIORS

Samantha Johnston (Idaho State University)

09:30 MENTAL HEALTH AMONG ORPHAN AND NON-ORPHAN ADOLESCENTS IN MUMBAI

Farha Ahmed (Savitribai Phule Pune University)

09:45 FAMILY PERFECTIONISM, FAMILY SHAME, AND STRESS OVERLOAD AMONG ASIAN AMERICANS

Esther Choe, Angelica Sacor, Nicholas Alt (California State University, Long Beach)

SYMPOSIUM

09:00 AM - 10:00 AM Salon B/C

WHEN LIFE GIVES YOU LEMONS: LESSONS LEARNED AND BEST PRACTICES FOR TEACHING DURING A PANDEMIC

1Ayesha Shaikh, 1Lorinda Camparo, 2Ngoc Bui, 1Jeanie Cox, 1Carolyne Sparks (1Whittier College, 2University of La Verne)

Much has been lost during the COVID-19 pandemic, but we have also gained some important lessons — especially about our teaching. In this symposium we will share some of the lessons we have learned about teaching from our experiences during the pandemic. We will focus on strategies that we have used for engaged teaching in online, hybrid, and in-person formats. We will share information from the perspectives of both undergraduate students and faculty. We will also talk about how trauma-informed teaching practices can be utilized to create inclusive classrooms and how to de-escalate classroom behavior problems related to mask compliance, for example. Furthermore, we will talk about how future teaching practices may differ from the past in a post-pandemic world.

The purpose of this symposium is to present ideas for engaged teaching that were discovered and refined over the course of the pandemic. Lorinda Camparo and Jeanie Cox from Whittier College will address different approaches to engaging undergraduates in Zoom classes. Ayesha Shaikh and Carolyne Sparks will offer some tips for hybrid and face-to-face learning from a trauma-informed perspective. Ngoc Bui will address strategies for how we can manage our classrooms and how teaching practices have evolved as a result of the pandemic. Finally, we will allow space for discussion of ideas, including tips from the attendees.

TIPS FOR ENGAGED ZOOM CLASSES: LESSONS FROM THE PANDEMIC Lorinda Camparo, Jeanie Cox (Whittier College)

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TRAUMA-INFORMED TEACHING IN HYBRID AND IN-PERSON CLASSES

Ayesha Shaikh, Carolyne Sparks (Whittier College)

IMPACT OF THE PANDEMIC ON TEACHING-FUTURE CONSIDERATIONS

Ngoc Bui (University of La Verne)

Discussant 1: Khanh Bui, Pepperdine University

POSTER SESSION 16

09:00 AM - 10:15 AM Exhibit Hall

SOCIAL/PERSONALITY PROCESSES #2

- I. IGNORING ME IS UNFAIR! SOCIAL DISTRESS AND UNFAIRNESS APPRAISAL MEDIATE THE RELATIONSHIP BETWEEN SELF-CONTROLAND STATE ANGER IN SOCIALLY EXCLUDED PARTICIPANTS Isabella DiLauro, Everett Delfel, Yeng Vue, Valerie Vessels, David Guirgus, Ronald Flores, William Pedersen (California State University, Long Beach)
- BUFFERED AGAINST THREATS: COLLECTIVE EFFICACY
 MODERATES THE EFFECT OF SECURE IN-GROUP IDENTITY
 ON STATE ANGER FOR THOSE EXPERIENCING LOW PERSONAL
 CONTROL Elizabeth Franco, Claire Wigginton, William Pedersen, Kimberly
 Llontop, Allyn Ojeda, Dacey Bashaw, Valerie Vessels (California State University,
 Long Beach)
- PERSONALITY TRAITS OF CONSPIRACY THEORISTS: BIG FIVE AND QANON FOLLOWERS Lachlan McKimm, Carey Fitzgerald (Oregon Institute of Technology)
- 4. PSYCHOMETRIC ANALYSIS OF A SCALE TO MEASURE HUMAN CATATTACHMENT 1Gretchen Reevy, 1Nicole Leonardo, 2Mikel Delgado (1California State University, East Bay, 2Feline Minds)
- CONSCIENTIOUSNESS AND EXTROVERSION PREDICT BELIEF IN SCIENCE Rachel Bench, Megan Tsutakawa, Shima Esmaeili, Christopher Costanza, Luci Martin (University of La Verne)

- CHRISTIAN SELF-IDENTITY, AUTHORITARIANISM AND CHRISTIAN NATIONALISM – PART I 1Harley Baker, 2Svetlana Lothrop (1California State University, Channel Islands, 2California Lutheran University)
- I'M SORRY, I COULDN'T SEE THAT: VISIBILITY AND INTERPERSONAL CONNECTION Elizabeth Peek, Zoe McFarlane, Erin O'Crowley, Max Butterfield (Point Loma Nazarene University)
- 8. "I'M NOT (A) RACIST!": IMPLICATIONS FOR DEFINING "RACIST" AS PERSON VS. PROCESS 1Alex Czopp, 2Lenny Howard (1Western Washington University, 2Holistic Healing & Counseling)
- PERCEIVING IMMIGRANTS AS AMERICAN AND ITS RELATIONSHIP TO ATTITUDES TOWARD IMMIGRANTS Joseph Pang, Benjamin Anjewierden, Aimee Flores, Chris Aberson (California State Polytechnic University, Humboldt)
- 10. AN INTERGROUP THREAT THEORY APPROACH TO SUPPORT FOR POLITICAL MOVEMENTS, SYMBOLS, AND CANDIDATES Benjamin Anjewierden, Joseph Pang, Chris Aberson, Aimee Flores (California State Polytechnic University, Humboldt)
- 11. RELIGIOSITY PREDICTS STIGMATIZING BELIEFS ABOUT ANXIETY DISORDERS AND TREATMENT SEEKING ATTITUDES Taylor Dietz, Rosemond Lorona (Point Loma Nazarene University)
- BENEVOLENT AND HARSH SUPEREGO SCALE (BAHSS): INTRODUCING A NEW MEASURE Alejandra Frausto, William Kelly, Jennifer Hernandez (California State University, Bakersfield)
- 13. CAN A PARTNERED RELATIONSHIP "CURE" FRIENDSHIP JEALOUSY AMONG EMERGING ADULTS? William Kelly, Hwaheun Kim (California State University, Bakersfield)
- 14. THE MEDIATING ROLE OF RELATIONSHIP COMMITMENT IN THE ASSOCIATION BETWEEN RELATIONAL- INTERDEPENDENT SELF-CONSTRUAL AND THE EXPERIENCE OF DISTRESS FOLLOWING A RECENT BREAKUP Evan Moreno, Lexi Monke, Priscilla Schwab, Kiley McCleary, Daniel Weidler (Northern Arizona University)

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- CHRISTIAN SELF-IDENTITY, AUTHORITARIANISM AND CHRISTIAN NATIONALISM – PART II 1Harley Baker, 2Svetlana Lothrop (1California State University, Channel Islands, 2California Lutheran University)
- 16. JEALOUS OF FRIENDS? PREDICTORS OF FRIENDSHIP JEALOUSY IN YOUNG ADULTS Hwaheun Kim, William Kelly (California State University, Bakersfield)
- UNDERSTANDING ISRAEL Kaitlyn Blanco, Cassandra Reid, Ella Ben Hagai (California State University, Fullerton)
- 18. THE CONSTRUCTION AND VALIDATION OF THE AFFECTIVE FORECASTING SELF-REPORT SCALE Jason Yi, Kathleen Preston, Trevor Basil (California State University, Fullerton)
- 19. RISING RESEARCHERS: EXPLORING THE COMPLEXITY OF SCIENCE IDENTITY USING A CONTEXTUAL AND DEVELOPMENTAL APPROACH 1Rocio Mendoza, 2Gino Galvez, 2Chi-Ah Chun (1University of Redlands, 2California State University, Long Beach)
- 20. ARE NARCISSISTIC FEMALES ATTRACTED TO NARCISSISTIC TRAITS? Milena Kren (California State University, Sacramento)
- 21. BE THEE PERFECT OR BE THEE ANXIOUS: ATTACHMENT TO GOD, PERFECTIONISM, AND ROLE CONFLICT Michael Guynn, Rosemary Mwithiga, Dannelle Larsen-Rife, Youssef Harraq, Stephanie Hauck (Dixie State University)
- 22. RUMINATION AS A MODERATOR FOR PERCEIVED CRITICISM AND NEGATIVE COMMUNICATION ON RELATIONSHIP SATISFACTION Cailyn Fennell, Presley Fettig, Chase Love, Kai He, McKenzie Marchan, Kristina Post (University of La Verne)
- 23. STEREOTYPES OF INFANTS BASED ON ETHNICITY AND SKIN TONE Diana Romano, Abraham M. Rutchick (California State University, Northridge)
- 24. IDENTIFYING COMMON AND DISTINCT FACTORS OF IMPULSIVITY AND INHIBITORY CONTROL WHILE CONSIDERING INDIVIDUAL DIFFERENCES IN PERSONALITY CHARACTERISTICS 1Radhika Amin, 1Kamryn Mattingly, 1Anja Pahor, 1Audrey Carrillo, 2Andrew Rivera, 1Eunice Ghil, 2Jason Reimer, 1Susanne M. Jaeggi, 1Aaron R. Seitz (1University of California, Riverside, 2California State University, San Bernardino)

- 25. PERCEIVING THE NEUTRAL FACE: HOW DO CORRECT VERSUS INCORRECT EMOTION LABELS AFFECT SOCIAL TRAIT INFERENCES? Miranda Roseman, Amber Anderson, Mary Radeke, Anthony Stahelski (Central Washington University)
- 26. INDIVIDUAL DIFFERENCES IN AWE: DIFFERENT FACTORS AND THEIR PREDICTORS Sophia Hartenbaum, Georgia Harrell, Birgit Koopmann-Holm (Santa Clara University)
- 27. SOCIAL INFLUENCE IN A VIRTUAL SPACE: SOCIAL PROOF VERSUS AUTHORITY POWER Ruth Castillo, Oubadah Alwan, Andrew Cook, Hazel Halili, Lily Franklin, Brittany Kester, Sevilla Leuteneker, Tyler Wong, Michael Cassens (Irvine Valley College)
- 28. SECURE YOUR SHARES: EXAMINING THE ASSOCIATION OF ATTACHMENT PROTOTYPES AND DISTRESS DISCLOSURE Lisa Sui (Saddleback College)
- 29. MORE FRIENDS VS. BETTER FRIENDS? THE ROLE OF INTERRACIAL FRIENDSHIPS ON COLLECTIVE SELF-ESTEEM Avia Bateman, Samantha Sutrisno, Michael Giang (California State Polytechnic University, Pomona)
- 30. TAKING A HIGH-DIMENSIONALITY APPROACH TO MACHIAVELLIANISM, NARCISSISM, AND PSYCHOPATHY Cameron Stuart Kay (University of Oregon)
- 31. HIGH IN NARCISSISM, LOW IN CONTROL: PERSONAL CONTROL MODERATES THE RELATIONSHIP BETWEEN COLLECTIVE NARCISSISM AND STATE ANGER TOWARDS IN-GROUP TARGETS Claire Wigginton, Valerie Vessels, Dacey Bashaw, William Pedersen, Kimberly Llontop, Allyn Ojeda (California State University, Long Beach)
- 32. UNBEERLIEVEABLE: BEHAVIORAL DISPLACED AGGRESSION MODERATES THE EFFECT OF ALCOHOL PRIMING ON TRIGGERED DISPLACED AGGRESSION Josh Murillo, Morgan Gill, Gino Lobasso, Stephanie Pham, William Pedersen (California State University, Long Beach)
- 33. THE MORE, THE ANGRIER! SOCIAL CONDITION MODERATES THE MEDIATING EFFECT OF SOCIAL PAIN ON THE RELATIONSHIP BETWEEN GROUP SIZE AND STATE ANGER Yeng Vue, Everett Delfel, Valerie Vessels, David Guirgus, Ronald Flores, William Pedersen (California State University, Long Beach)

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- 34. EXAMINING THE PREDICTIVE VALUE OF PERSONALITY TRAITS ON SUICIDAL IDEATIONS AND ATTEMPTS Emily Krmpotich, Samuel Aguirre, Charisma Baxter, Greg Kim-Ju (California State University, Sacramento) (Award Winner)
- 35. IMPLICITTHEORIES OF BODY WEIGHT AND BODY MASS INDEX INTERACT TO PREDICT BODY IMAGE DISTURBANCES Brianna Wingard, Kathryn Bruchmann, Chan Thai (Santa Clara University)
- 36. A STRUCTURE EQUATION MODEL PREDICTING PANDEMIC HEALTH BEHAVIORS FROM EMPATHY AND RISK RESPONSE Amy Cole (California State University, Sacramento) (Award Winner)
- 37. COLLEGE-GENERATIONAL STATUS AND WISDOM: WHAT FACTORS MATTER Devanshi Upadhyaya, Rosalva Romero, Alex Huynh (California State University, San Marcos) (Award Winner)
- 38. COUNTY-LEVEL POLITICAL ORIENTATION PREDICTS IMPLICIT BIAS AGAINST NATIVE AMERICANS Nancy Moreno, Jose Orozco-Cano, Thierry Devos, Jennifer Alvarado (San Diego State University)

 (Award Winner)
- 39. WHERE'S PERSONALITY? IT WAS SUPPOSED TO MEET US IN ZOOM: ONLINE PERSONALITY IN A STRONG SITUATION Brittany Kester, Lily Franklin, Sevilla Leuteneker, Tyler Wong, Oubadah Alwan, Andrew Cook, Ruth Castillo, Hazel Halili, Michael Cassens (Irvine Valley College)
- 40. MY HERO ACADEMIA THE IMPACT OF ANIME AND PARASOCIAL INTERACTIONS ON COLLEGE STUDENTS Aaron Duckworth, Tonya M. Buchanan (Central Washington University)
- 41. ATTACHMENT AS A PREDICTOR OF ATTRACTION TO HUMOR STYLES IVictor X. Luevano, 2Jenna N. Pablo, 2Michelle L. Velazquez, 2Baylee Chance, 3Brenda Ramirez (IStanislaus State, 2California State University, Stanislaus, 3Divine Mercy University)
- 42. EMOTION LABEL PRIMING: DOES THE PLACEMENT OF AN EMOTION PERCEPTION QUESTION MATTER? Miranda Roseman, Mary Radeke, Anthony Stahelski (Central Washington University)

- 43. FEARFUL AVOIDANT ATTACHMENT STYLE: ARE THEY UNFAITHFUL? Priscilla Price (University of La Verne)
- 44. COPING WITH ELECTION 2020: AN EXAMINATION OF THE COGNITIVE AND EMOTIONAL IMPACTS Christopher Miller (University of Alaska, Fairbanks)
- 45. DON'T LET ME GET ME: HOW NARCISSISM AFFECTS IDENTITY IN REGARD TO ACADEMIC PERFORMANCE BURDEN Leslie Dunnigan, Amy Cole (California State University, Sacramento)

PAPER SESSION

09:45 AM - 11:00 AM Salon A

UNDERGRADUATES' PERCEPTIONS AND PREDICTIONS

Chair: Kevin Criswell (Eastern Washington University)

09:45 INTERNALIZED STIGMA, QUALITY OF LIFE, AND ACADEMIC PERFORMANCE IN UNDERGRADUATE STUDENTS WITH PHYSICAL AND MENTAL CHRONIC HEALTH CONDITIONS: A LONGITUDINAL STUDY Kevin Criswell, Polly Denison, Rebecca Herman-Kerwin, Edouard Skinner (Eastern Washington University)

10:00 ARRIVAL TIME MATTERS: THE EFFECT OF BICULTURALISM AND AGE OF ARRIVAL ON COLLEGE ADJUSTMENT

Ariel Guicheng Tan (University of California, Irvine)

10:15 EXAMINING GROUP IDENTIFICATION AND UNCERTAINTY AS PREDICTORS OF HEALTH RELATED BEHAVIORS IN STUDENT ATHLETES

Jacob Crocker, Andrea Wilson, Amber Gaffney (California State Polytechnic University, Humboldt)

10:30 COLLEGE STUDENTS' KNOWLEDGE AND PERCEPTIONS OF ALZHEIMER'S DISEASE

Debra Valencia-Laver (California Polytechnic State University, San Luis)

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10:45 RELATIONSHIPS AMONG SELF-RATED SOCIAL PERCEPTIONS, JOB PERFORMANCE RATINGS, AND PERSONALITIES: A NOMOLOGICAL NETWORK OF SOCIAL PERCEPTIONS USING ITEMS GENERATED BY A PRE-TRAINED NLP MODEL WORD2VEC

Dongbo Che (Lucky Farrier Research & Counseling, LLC)

PAPER SESSION

10:15 AM - 11:15 AM Salon D

SEXUALITY

Chair: Robert Epstein (American Institute for Behavioral Research and Technology)

10:15 SUPPORT FOR FREUD'S ASSERTION THAT BISEXUALITY IS THE NATURAL HUMAN NORM: A FORMAL THEORY OF SEXUAL ORIENTATION, WITH SUPPORTING DATA FROM MORE THAN A MILLION PEOPLE WORLDWIDE

Robert Epstein, Hongyu Wang, Vanessa Zankich (American Institute for Behavioral Research and Technology)

10:30 ASEXUAL DISCRIMINATION SCALE (ADS): CONSTRUCTION AND VALIDATION

Julien Rouvere, Kathleen Preston (California State University, Fullerton)

10:45 THE INFLUENCE OF PERCEIVED PARENTAL ACCEPTANCE OF GENDER-DIVERSE IDENTITY AMONG AUTISTIC INDIVIDUALS ON QUALITY OF LIFE

Megan Bigham, Robert Rieske (Idaho State University)

11:00 ATTRACTIVENESS OF MALE NURTURING BEHAVIOR

Adam Anderson, Stephanie Motta, Anthony De Roma, Ryan Dill, Devinalexus Marin, Bret Gilmore (Alliant International University, Fresno)

POSTER SESSION 17

10:30 AM - 11:45 AM Exhibit Hall

SOCIAL ISSUES #2

- BELONGINGNESS AND EXPECTATIONS FOR SUCCESS IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)
 AMONG UNDERREPRESENTED STUDENTS Angelica Aguirre, Jadyn Gomberg, Sunny Nguyen, Yuko Okado (California State University, Fullerton)
- 2. EMPATHY AND PERSPECTIVE-TAKING: LINKS WITH RELIGIOSITY, RIGHT-WING AUTHORITARIANISM, AND SOCIAL DOMINANCE ORIENTATION Tatev Sarkissyan, Heidi Riggio, Sylvia Nho (California State University, Los Angeles)
- DIFFERENCES IN RAPE MYTH ACCEPTANCE AND VICTIM BLAME AMONG ETHNICALLY DIVERSE COLLEGIATES Savanna Crowe, Lisa Mori (California State University, Fullerton)
- 4. DEHUMANIZATION OF GENDER NONCONFORMING INDIVIDUALS Alicia Cromer, Dejah Yansen, Danielle Gibala (Northern Arizona University)
- PUBLIC HEALTH AND POLITICAL LANDSCAPES IMPACT HELP-SEEKING IN SEXUAL AND DOMESTIC VIOLENCE SURVIVORS Cierra Vaiz, Erika DeJonghe (California State Polytechnic University, Pomona,)
- ADVICE SEEKING: USING SOCIAL MEDIA FOR PSYCHOLOGICAL AND MORAL FEEDBACK Kat Ringenbach, Brent Wilson (University of Massachusetts Global)
- COMING OUT OF COVID-19 Jessica Olsen, Mara Steele (Oregon State University)
- 8. MENTAL HEALTH PERCEPTIONS AND STIGMA IN SOUTH CENTRAL LOS ANGELES RESIDENTS Theresa Serrato, Denise Aguiluz, Kayla Nakayama, Erin Barrett (California State University, Dominguez Hills)
- 9. POLITICAL PARTY AFFILIATION AS A FUNCTION OF IMMIGRANT GENERATION AND RACIAL-ETHNIC IDENTITY 1Hubert Tran, 2Charles Hill (1Mater Dei High School, 2Whittier College)

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- 10. EFFECTS OF A SOCIAL BELONGING INTERVENTION ON COLLEGE STUDENTS OF COLOR'S BELONGING, IMPOSTERISM, AND PERSISTENCE Sydney Kilgore (University of California, Santa Barbara)
- II. ATTACHMENT STYLE AND ADHERENCE TO COVID SOCIAL GUIDELINES Magnus Swanson, Sydney Puga, Sukhdaved Sandhu, Brenda Snyder, Bret Gilmore, Shianne Gregg (Alliant International University, Fresno)
- 12. ASSESSING PERCEPTIONS OF CAMPUS CLIMATE ACROSS ETHNICITIES: ENSURING EQUITY IN POST-SECONDARY EDUCATION Dani Heinonen, Jill Citron (San Jose State University)
- 13. HIMPATHY IN SEXUALASSAULT: A VIGNETTE-BASED STUDY ON PERCEPTIONS OF HIGH-STATUS PERPETRATORS Camille Fogel, Aubrie Patterson, Kira Means, Allison Schwam, Alex Czopp, Kate McLean, Brianna Delker (Western Washington University)
- 14. PERCEPTIONS OF INTERRACIAL RELATIONSHIPS TommiNicole Taylor, Emily Jimenez, Sabrina Grajales, Alexis Blossom, Stacy Bacigalupi (Mt. San Antonio College)
- 15. A COMPARISON BETWEEN FAVORABILITY TOWARD HARM REDUCTION SERVICES AND COMPREHENSION OF DRUG FACTS Priscilla Price (University of La Verne)
- 16. THE USE OF FRAMING ON CLIMATE CHANGE POLICIES Vanessa Vargas, Zion Grant-Freeman, Emma Garcia, Haila Rosero, Kaitlin Jensen, Michael Oceguera (University of La Verne)
- 17. DOES THE COLOR OF MY SKIN MATTER?: THE ROLE OF COLORISM ON PERSONAL AND COLLECTIVE SELF-ESTEEM WITHIN ASIAN-AMERICANS Samantha Sutrisno, Avia Bateman, Michael Giang (California State Polytechnic University, Pomona)
- 18. MPACT OF THE COLLEGE PRESTIGE STRUCTURE ON COLLEGE CHOICE IN SOUTHERN CALIFORNIA Sona Karun (Irvine Valley College)
- PERCEPTIONS OF PREJUDICE: THE EFFECTS OF SPEAKER'S RACE ON ALLYSHIP Jonika Schmidt, Mackenzie Putman, Brooklyn Engstrom, Alex Czopp (Western Washington University)

- 20. PERCEPTIONS OF DIVERSE POLITICAL CANDIDATES: HOW THE INTERSECTIONS OF COLORISM AND RACE/ETHNICITY AFFECT WHITE AND NON-WHITE VOTERS 1Patrizia Chirco, 2Tonya M. Buchanan (1University of Bern, 2Central Washington University)
- 21. HIDDEN CHALLENGES OF FIRST-GENERATION LATINX COLLEGE STUDENTS: HOW SOCIAL SUPPORT INFLUENCES CULTURAL FIT AND SENSE OF BELONGING Priscilla Diaz-Gonzalez, Vanessa Woods (University of California, Santa Barbara)
- 22. MARGINALIZED GROUP HARDSHIP AND VACCINE HESITANCY DURING THE COVID-19 PANDEMIC IN THE UNITED STATES Samantha Haddad-Scott (Azusa Pacific University)
- NEWS READERS LESS AFFECTED BY A COVID-19 VICTIM WITH A CHINESE NAME 1Francesco Somaini, 2Patrizia Chirco (1Central Washington University, 2University of Bern)
- 24. IMPACT OF PERCEPTIONS OF SOCIAL STATUS ON CHILDREN'S BELIEFS IN A JUST WORLD Augustine Provencio, Maddie Price, Sabrina Ortiz, Aline Hitti (University of San Francisco)
- 25. THE ROLE OF COPING SELF-EFFICACY, COPING STRATEGIES, AND RESILIENCY FOLLOWING SEXUAL ASSAULT Lauren Hirsch (Seattle Pacific University)
- 26. SHAKE IT OFF: A NON-COMBAT ETIOLOGY INCREASES MORAL INJURY STIGMA AMONG MILITARY SERVICE MEMBERS Danielle Griesmer, Kim Schaeffer, Max Butterfield (Point Loma Nazarene University)
- 27. WHY SURVIVORS OF INTIMATE PARTNER VIOLENCE PROTECT OTHERS BEFORE THEMSELVES Julia Maclaren, Courtney Ahrens, Nubia Velasco (California State University, Long Beach)
- 28. EXAMINING ASIAN AMERICAN COLLEGE STUDENTS'
 MOTIVATION AND ENGAGEMENT IN POLITICAL ACTIVISM AND
 INTERSECTIONAL CONSCIENTIOUSNESS Elvina Le, Gyu Jin Kim, Ella
 Ben Hagai (California State University, Fullerton)
- 29. ASSOCIATIONS AMONG IMPLICIT BIAS, SELF-REPORTED ATTITUDES, AND HATE CRIME SENTENCING RECOMMENDATIONS Cristian Moreno-Vazquez, Erika DeJonghe (California State Polytechnic University, Pomona)

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- 30. ETHNIC DIFFERENCES IN ATTITUDES TOWARDS PROTESTERS Alejandro Leguizamo, Alyssa Elliott (Roger Williams University)
- 31. MOTIVATED INFERENCES OF POLICE (MIS)CONDUCT: PERCEIVED RACIAL DISCRIMINATION PREDICTS POLICING VIOLATIONS Ausint Gomez, Brian Collisson (Azusa Pacific University)
- 32. LINKS BETWEEN RELIGIOSITY, NEW RACISM, AND SYMBOLIC RACISM TOWARD AFRICAN AMERICANS AND LATINX AMERICANS Cristina Zetino, Heidi Riggio, Tanner Leiderman (California State University, Los Angeles)
- 33. EXAMINING DIFFERENCES IN SENTENCING FOR MALE AND FEMALE DRUG USERS 1Chris Koch, 2Simrat Patel (1George Fox University, 2University of Georgia)
- 34. WITNESSING RACIAL DISCRIMINATION AND ITS EFFECT ON AWARENESS OF WHITE PRIVILEGE, SYSTEMIC RACISM, AND DISCRIMINATION Ryan Cabote, Diana Hunter, Melissa Latiolais, Juan Mendoza (Santa Barbara City College)
- 35. USING COMEDY SKETCHES AS A PEDAGOGICAL TOOL TO ENGAGE STUDENTS IN A RACE, POWER, & PRIVILEGE COURSE 1David Wakefield, 1April Taylor, 2Victoria Womble, 1Mandi Mettler, 1Celida Vasquez (1California State University, Northridge, 2California State University, Monterey Bay)
- 36. CHANGING SCHOOL CULTURE: EDUCATORS PERSPECTIVES ON CULTURALLY RESPONSIVE PRACTICES 1Nancy Lagunas, 2Amelia Solis Macias, 2Tatiana Garcia, 2Susana Lopez (1San Francisco State University, 2California Polytechnic State University, San Luis Obispo)
- 37. ARE YOU THE CULPRIT?: THE IMPACT OF WORKPLACE INCIVILITY ON BLACK LGBTQ MEMBERS Aliza Potter (California State University, Dominguez Hills)
- 38. SOCIODEMOGRAPHIC DISPARITIES IN CHRONIC STRESS EXPOSURE IN PREGNANT AND PARENTING WOMEN 1Metzy Soriano, 1Gabrielle Rinne, 2Christine Guardino, 1Chris Dunkel Schetter (1University of California, Los Angeles, 2Dickinson College)
- THE URGE TO PUNISH: POTENTIAL DARK SIDE TO SOCIAL ACTIVIST IDENTI Saera Khan, Marci Adolfo, Jess Leong, Elizabeth Carpenter (University of San Francisco)

- 40. ARE APOLOGIES USEFUL IN REDUCING MORAL OUTRAGE ONLINE? Saera Khan, Adolfo Barrales, Niklas Miles Goodman (University of San Francisco)
- 41. SOCIAL MEDIA USE AND ASSOCIATED MENTAL HEALTH ISSUES: A META-ANALYSIS Melanie Johnson, Joseph Bennett, Darwin Buckner, Talia Westphal, Nicola Schmelzer, Abel Pichardo (San Diego Mesa College)
- 42. THE CONTEXT DIVERSITY OF WHERE PEOPLE LIVED THE LONGEST PREDICT IMPLICIT ASSOCIATIONS BETWEEN AMERICAN AND ETHNIC IDENTITIES Lisandra Dobson, Madalynn Martin, Jessica Cha, Thierry Devos (San Diego State University)
- 43. MOVING TOWARDS PRIMORDIAL PREVENTION IN ACES RESEARCH Frederique Corcoran, Canan Karatekin, Susan Mason, Amy Riegelman, Caitlin Bakker, Shanda Hunt, Bria Gresham, Andrew Barnes (University of Minnesota)
- 44. PARENTS' PERSPECTIVE ON THE EFFECTIVENESS OF THE HOME VISITING PROGRAM Maika Jacoba, Andrea Johnson, Clarity Brown, Michelle Bukkhegyi, Sandina Begic (Boise State University)
- 45. HOW LABELING AFFECTS ATTITUDES TOWARDS PEOPLE WITH DISABILITIES Kaylena Mann, Shivani Patel, Noah Lourenco, Argero Zerr (California State University, Channel Islands)
- 46. CAN TEACHERS BUFFER THE EFFECTS OF HARSH PARENTING? Lauren Wyckoff, Naomi McGoldrick, Colleen Brown, Elizabeth Cauffman (University of California, Irvine)
- 47. THE INFLUENCE OF SOCIAL EMOTIONAL LEARNING ON EMOTIONAL DISTRESS FOR CHILDREN 1Brianna Gutierrez, 1Kassandra Gallardo, 2Ivan Aguirre, 1David Chavez (1California State University, San Bernardino, 2San Jose State University)
- 48. "MOVING ON UP": ASSESSING LATINX STUDENTS' INTENT TO PERSIST IN COLLEGE THROUGH THE IMPACT OF FIRST-GENERATION PEER ROLE MODELS Caitlyn Keeve (San Diego State University)
- 49. SUPPORTING U.S. COLLEGE STUDENTS UNDERREPRESENTED IN ACADEMIA: A CASE STUDY INVESTIGATION OF CULTURALLY RESPONSIVE AND COLORBLIND FACULTY MENTORS Anusha Natarajan (Arizona State University)

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- 50. COMMUNITY ENGAGEMENT BY FAMILIES IN THE DHS WELFARE SYSTEM Keeley Bryant (Oregon Institute of Technology)
- STRENGTHENING PARENTAL BOND IN FAMILIES INVOLVED IN CHILD WELFARE Keeley Bryant (Oregon Institute of Technology)
- 52. COVID-19 CONSPIRACY BELIEFS AND COVID-19 PREVENTION AND PROSOCIAL BEHAVIOR 1Natalie Standridge, 1Tara Gruenewald, 1Brianna Dinn, 1Clarissa Tadros, 2Anthony Ong (1Chapman University, 2Cornell University)
- ATTITUDES TOWARDS SAME-SEX AND TRANSGENDER PARENTING Alexandra Gutierrez (University of La Verne)
- 54. HEALTH RISK PERCEPTIONS AND COVID-19 Vanessa Vargas (University of La Verne)

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